


Thematic Module 8A



Let's Have a Story!



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Thematic Module 8A

Let's Have a Story

Day 1 to Day 9



This product is the result of a joint venture with the following contributors:



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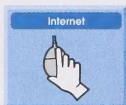
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Grade One Thematic
Module 8A: Let's Have a Story
Day 1 to Day 9
Student Module Booklet
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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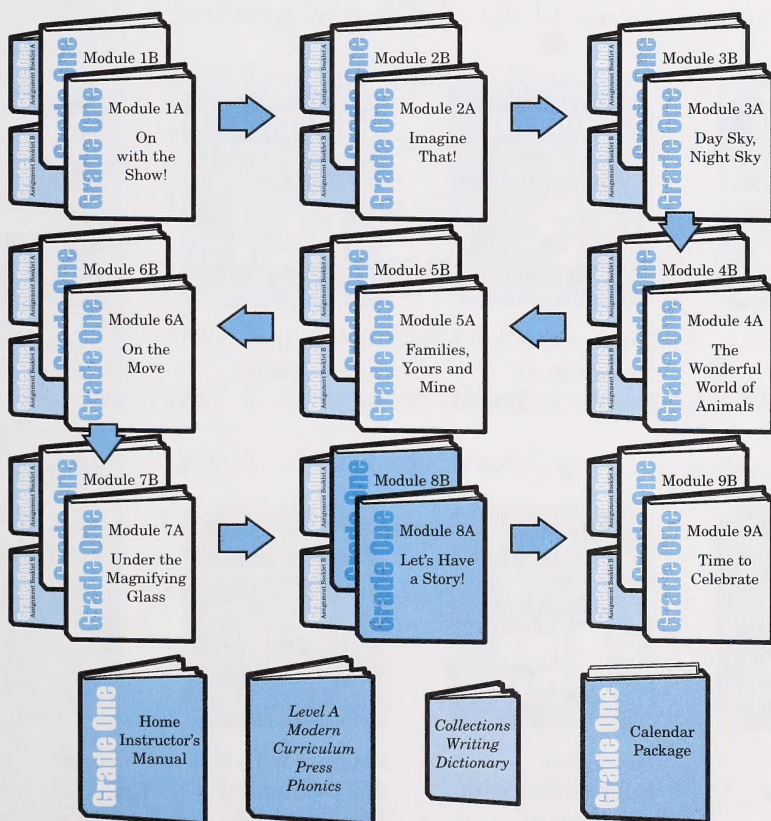
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Course Overview and Basic Components

Welcome to the Grade One Thematic program.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do with the student and how to do it. The activities you do will prepare the student for the assignments.

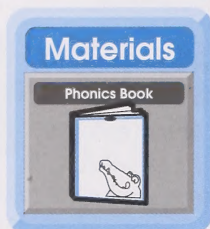
Grade One Thematic contains nine modules, each divided into two booklets, A and B. Each module has two Assignment Booklets, one for each of the A and B Student Module Booklets. The module you are working on is highlighted in a darker colour. The four other basic course components—a Home Instructor's Manual, a *Level A: Modern Curriculum Press Phonics* book, a *Collections Writing Dictionary*, and a Calendar Package—are also highlighted.



Visual Cues

Throughout the Grade One Thematic program, you will find visual cues that indicate a material needed or a type of activity. Read the following explanations to discover what each icon prompts you to do.

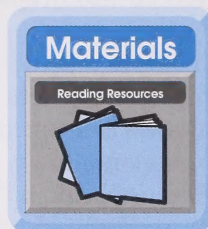
Icons: Materials



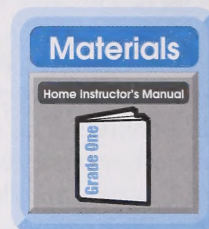
Turn to the
Level A: Modern Curriculum Press Phonics book.



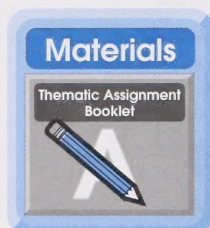
Place an item in the Student Folder.



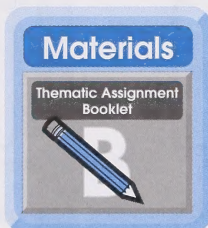
Turn to the reading resource indicated.



Turn to the Home Instructor's Manual for further information.



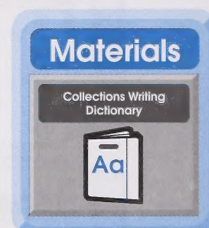
Turn to the Assignment Booklet indicated.



Turn to the Assignment Booklet indicated.



Turn to the audiocassette indicated.

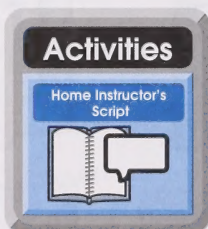


Turn to the *Collections Writing Dictionary*.

Icons: Activities



Read this information to yourself.



Read this information with the student.



Proceed with the daily Calendar Time activity.



Access the Internet for the student. (This activity is always optional.)

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Module 8 Overview

Let's Have a Story

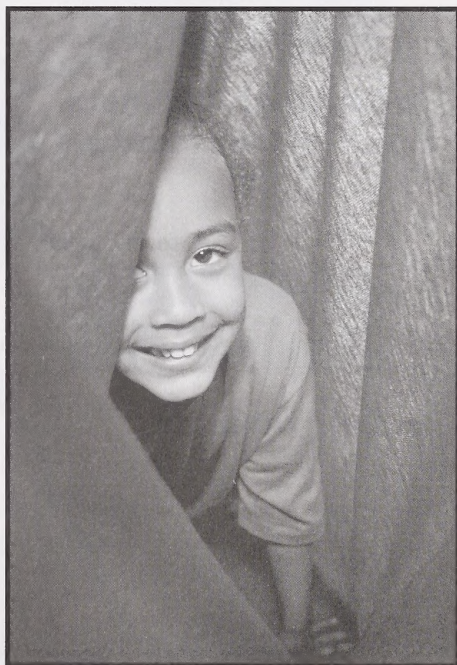
Welcome to the land of stories! You are about to open the door of “once upon a time” and peek into a world where bears talk and gingerbread cookies run down the road. It is a world found in your mind. It is the place you choose to make it.

While fostering development in language arts, this literature-based module will provide an opportunity for your student to explore the world of story. Stories will plant the seeds of curiosity and creativity—qualities that enable children to dream and reach for the stars.

In this world of story, you will encounter old tales and rhymes that are part of our literary heritage. Some people know these stories as fairy tales, while others call them folk tales, classic tales, or “once-upon-a-time” stories. Regardless of the name, this genre of literature encompasses well-known selections that have been passed down from generation to generation.

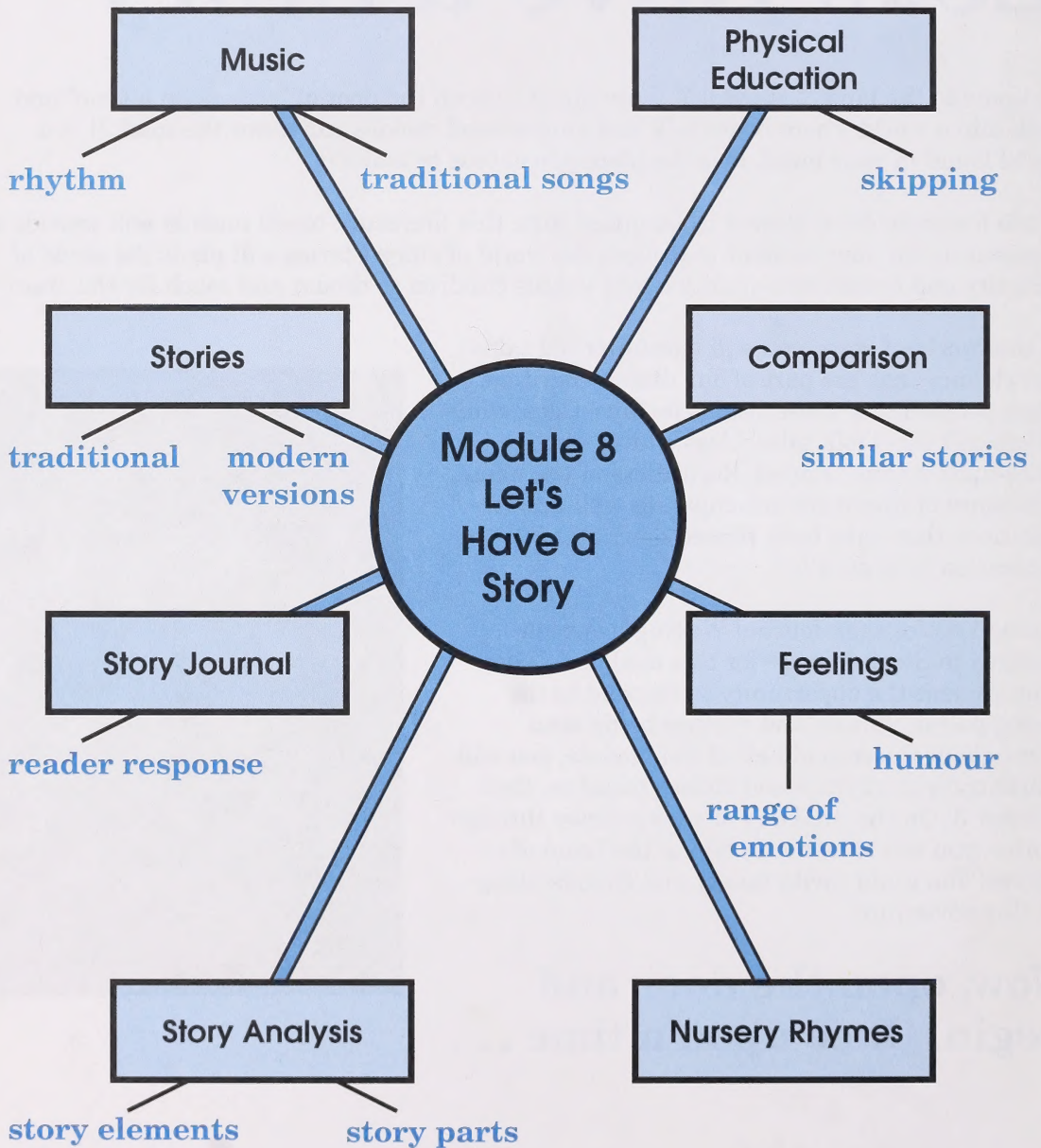
You will notice that Journal Writing has been changed to Story Journal for this module to allow your student the opportunity to respond to the books, poems, stories, and rhymes being read. Throughout the second half of the module, you will concentrate on rhymes and stories based on the number 3. On the final day of your journey through stories, you will take a side trip to the Land of Threes! You could invite family and friends along on this adventure.

Now, open the door and begin. Once upon a time . . .



Module Web Chart

This chart highlights the main theme topics for this module.



Module Skills and Concepts

This module naturally has a strong Language Arts component, but it does integrate other subjects as well. Your student will have many opportunities to listen, speak, read, write, view, and represent images while exploring traditional forms of literature.

Since it is not possible to anticipate how far this module will take you, the skills and concepts listed below are only an indication of the learning that will take place.

Language Arts Skills

- **Reading**—predicting outcomes and story lines; comparing the similarities and differences between related story versions and characters; identifying story elements; relating personal experiences to story outcomes
- **Writing**—keeping a response journal, or Story Journal; exploring creative writing; writing a story line; growing in independent writing
- **Speaking**—sharing ideas, opinions, and personal experiences; giving information; presenting to family members
- **Listening/Viewing**—listening/viewing for enjoyment, information, and background experience in literature
- **Printing**—practising printing skills; forming and using apostrophe and quotation marks
- **Phonics**—recognizing and making generalizations about letter combinations **ou**, **ea**, **ee**, **ur**, **ir**, **or**, **wr**, and **kn**; contractions with **will**, **is**, **are**, and **am**; blends with **r** and **l**; words ending in **ight**, **ch**, and **tch**; plurals made by adding **s**; possessives with **'s**; one- and two-syllable words; compound words
- **Spelling**—mastering the spelling of **as**, **his**, **they**, **have**, **one**, and **had**, with emphasis on using these and previously studied spelling words correctly in all writing; underlining constructed spelling words to be checked at the end of writing
- **Word Recognition** (high-frequency words)—recognizing the words **our**, **man**, **also**, **around**, **again**, **place**, **take**, **here**, **even**, **part**, **put**, **years**, **does**, **off**, **number**, **down**, **funny**, **jump**, **not**, and **play**

Other Subject Skills

- **Science**—building objects with recycled materials; performing experiments; predicting, classifying, contrasting, and drawing conclusions in a literature-related manner
- **Drama**—performing puppet plays; participating in creative movement
- **Visual Arts**—representing a story in painting, drawing, and crafts
- **Music**—keeping the beat while skipping and clapping; singing action songs, nursery rhymes, and skipping chants
- **Health and Life Skills**—enjoying literature; being aware of emotions; giving empathetic responses; thinking of others and doing something for others; self-evaluating writing; responding to reading material; assisting in setting up and cleaning up for Project Time
- **Physical Education**—skipping; playing traditional games; participating in creative movement

Technical Skills

- **Information and Communication Technology**—creating original text, using word-processing software to communicate and demonstrate understanding of forms and techniques; creating visual images by using such tools as paint-and-draw programs for particular audiences and purposes; navigating within a document, compact disc, or other software program that contains links; accessing and retrieving appropriate information from electronic sources for a specific inquiry; using technology to support and present conclusions; performing basic computer operations, such as powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, ejecting disks, and powering down; applying terminology appropriate to the technologies being used

Note: Your student is not expected to master all of these concepts and skills at this time, but will work toward mastery throughout this module and the other modules in the program.

Module Materials

Books

- Calendar Package
- *Collections* book *Once Upon a Time*
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*

Audio and Video Resources

- *10 Carrot Diamond* by Charlotte Diamond (audiocassette)
- *Classics for Children* by Boston Pops Orchestra/Arthur Fiedler, Conductor (compact disc)
- *The Orchestra* with Peter Ustinov and the Toronto Philharmonia Orchestra (audiocassette)

General Supplies

Certain basic school supplies, such as pencils, paper, glue, and scissors, are required on a regular basis throughout the Grade One program. Prepare a box containing these materials for use during the Thematic program and the Grade One Mathematics program, if your student is registered in that course also. These general supplies are outlined on the Master List of Required Materials.



Materials

Home Instructor's Manual

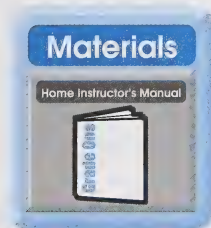


See the Home Instructor's Manual for further information on the Master List of Required Materials.

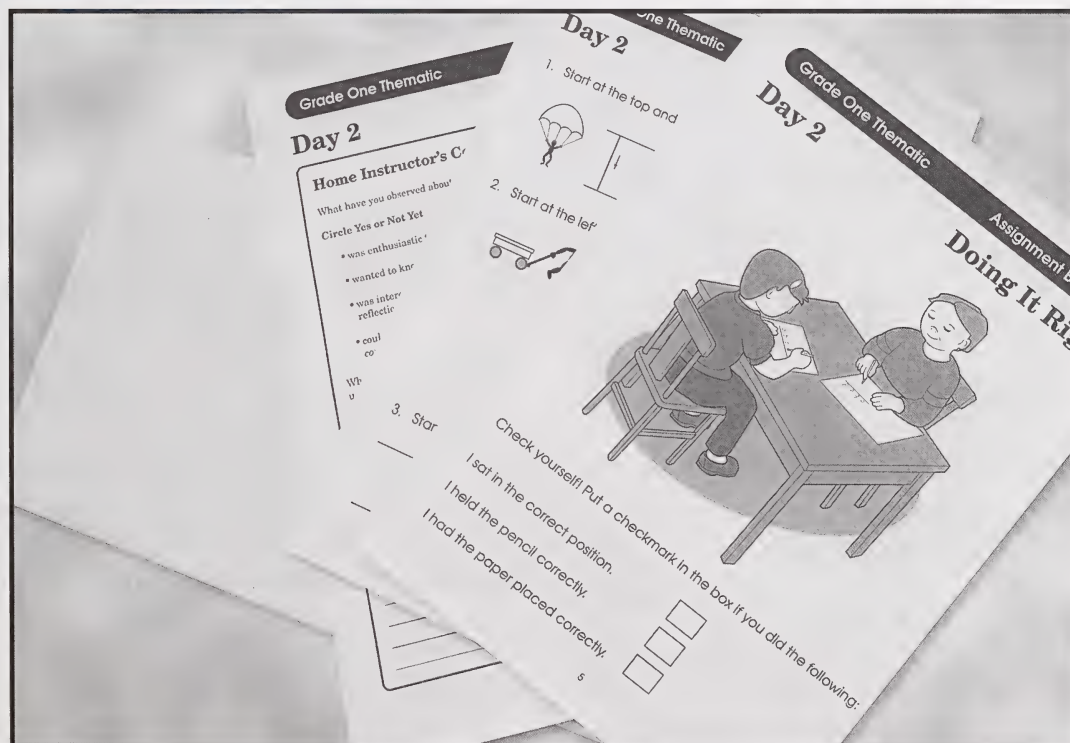
Student Folder



Place completed items in the Student Folder when you see this icon. On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. The teacher will let you know when to provide these items for marking.



Note: The Student Folder is not included with the basic course components. Refer to the Home Instructor's Manual for information on the Student Folder.



Additional Resources

The basic reading resources that students need are provided. You could extend these with additional resources from a public or school library. Listed below are theme-related resources that would enrich this module.

A trip to the library in search of extra materials might be a delightful beginning to your module. In addition, you could investigate the many games and computer programs in the module that may enhance the student's learning opportunities. You might also refer to the Educational Sites listed in the Home Instructor's Manual.

Books

Anansi and the Talking Melon
by Eric A. Kimmel

Anansi the Spider: A Tale from the Ashanti
by Gerald McDermott

The Bremen-Town Musicians by Ilse Plume

The Bun: A Tale from Russia
by Marcia Brown

Caps for Sale by Esphyr Slobodkina

Chicken Licken by Joan Stimson

Chicken Licken by Kenneth McLeish

Chicken Little by Sally Hobson

Chicken Little by Steven Kellogg

The Chocolate Touch
by Patrick Skene Catling

Cinder Edna by Ellen Jackson

Cinderella by Charles Perrault

Cinderella Penguin by Janet Perlman

Cinder Elly by Frances Minters

The Complete Tales by Beatrix Potter

The Cowboy and the Black-Eyed Pea
by Tony Johnston

Coyote Sings to the Moon by Thomas King

Coyote Steals the Blanket: A Ute Tale
by Janet Stevens

Deep in the Forest by Brinton Turkle

The Enormous Turnip by Kathy Parkinson

Fables by Arnold Lobel

Farmer Joe's Hot Day
by Nancy Wilcox Richards

The Frog Prince Continued by Jon Scieszka

The Funny Little Woman by Arlene Mosel

The Giant Vegetable Garden
by Nadine Bernard Wescott

Goldilocks and the Three Bears
by James Marshall

- Hansel and Gretel* by James Marshall
- Henny Penny* by H. Werner Zimmerman
- How the Manx Cat Lost Its Tail*
by Janet Stevens
- How Turtle Set the Animals Free: An Okanagan Legend*
by Okanagan Native Band Staff
- How Two-Feather Was Saved from Loneliness: An Abenaki Legend*
by C. J. Taylor
- Jack and the Beanstalk* by Raymond Briggs
- Jack and the Beanstalk*
by Beatrice Schenk de Regniers
- Jack and the Beanstalk*
by Brian and Rebecca Wildsmith
- James Marshall's Cinderella*
by Barbara Karlin
- Jim and the Beanstalk* by Raymond Briggs
- The Johnny Cake* illustrated
by Margaret Ely Webb
- Journey Cake, Ho!* by Ruth Sawyer
- The Little Red Hen* by Paul Galdone
- The Little Red Hen* by Alan Garner
- Little Red Riding Hood*
by Trina Schart Hyman
- Little Red Riding Hood: A Newfangled Prairie Tale* by Lisa Campbell Ernst
- "The Miller, His Son, and Their Donkey"*
by Ann McGovern from Aesop's Fables
- Missing Mother Goose: Original Stories from Favorite Rhymes*
by Stephen Krensky
- Music for the Tsar of the Sea*
by Celia Barker Lottridge
- Once Upon a Golden Apple*
by Jean Little and Maggie De Vries
- "The Pancake"* by May Hill Arbuthnot
from *The Arbuthnot Anthology of Children's Literature*
- The Paper Bag Princess*
by Robert Munsch
- Paul Bunyan* by Steven Kellogg
- Peter and the Wolf* by Sergei Prokofiev
- Pondlarker* by Fred Gwynne
- Prince Cinders* by Babette Cole
- The Principal's New Clothes*
by Stephanie Calmenson
- Red Riding Hood* by James Marshall
- The Rough-Face Girl* by Rafe Martin
- Sam and the Tigers* by Julius Lester
- Sleeping Ugly* by Jane Yolen
- Snow White in New York* by Fiona French
- Somebody and the Three Blairs*
by Marilyn Tolhurst

The Stinky Cheese Man and Other Fairly Stupid Tales by Jon Scieszka

Stone Soup by Ann McGovern

Tattercoats by Joseph Jacobs

A Telling of the Tales: Five Stories
by William J. Brooke

The Three Bears
by Robert and Marlene McCracken

The Three Billy-Goats Gruff
by Ellen Appleby

The Three Billy Goats Gruff
by Jane Stevens

The Three Little Javelinas by Susan Lowell

The Three Little Pigs by James Marshall

The Three Little Wolves and the Big Bad Pig by Eugene Trivizas

Tikki Tikki Tembo by Arlene Mosel

Tops & Bottoms by Janet Stevens

The True Story of the 3 Little Pigs!
by Jon Scieszka

Tye May and the Magic Brush
by Molly Garrett Bang

Ugh by Arthur Yorinks

The Ugly Duckling
by Hans Christian Andersen

The Ugly Duckling (Level 1)
by Harriet Ziefert

Collections

Aesop's Fables by Louis Untermeyer. New York: Golden Press, 1965.

American Tall Tales by Mary Pope Osborne. New York: Alfred A. Knopf, 1991.

Marguerite DeAngeli's Book of Nursery and Mother Goose Rhymes by Marguerite DeAngeli. New York: Doubleday and Company Incorporated, 1979.

Fairy Tales. New York: Penguin Putnam Inc., 1996.

Juba This and Juba That: Story Hour Stretches for Large or Small Groups by Virginia A. Jashjian. Boston: Little, Brown, and Company, 1969.

Tail Feathers from Mother Goose: The Opie Rhyme Book by Peter Opie and Iona Archibald. Toronto: Little, Brown, and Company, 1991.

Ten Small Tales by Celia Barker Lottridge. Toronto: Douglas and McIntyre, 1993.

Videocassettes

Children's Classics—Part 1. 58 min. ACCESS.

Cinderella and 9 other programs. 100 min. ACCESS.

The Country Mouse and the City Mouse. 120 min. ACCESS.

The Gingerbread Boy. 8 min. Troll, 1987.

Jack Frost and Other Fabulous Fables. 33 min. Diamond Entertainment, 1992.

Fabulous Fables. 33 min. Diamond Entertainment, 1992.

Little Red Riding Hood. 6 min. National Film Board, 1994.

The Nutcracker. 120 min. National Video Corporation, 1985.

Walt Disney Production Videos

Beauty and the Beast. 84 min. Distributed by Buena Vista Home Video.

Cinderella. 76 min. Distributed by Buena Vista Home Video.

The Little Mermaid. 83 min. Distributed by Buena Vista Home Video.

Pinocchio. 88 min. Distributed by Buena Vista Home Video.

Snow White and the Seven Dwarfs. 84 min. Distributed by Buena Vista Home Video.

Internet Websites (optional)

The following websites were available at the time this resource was printed. It is important to note that new websites become available on a regular basis while other websites are removed. It is very important that children's use of the Internet be closely monitored.

- This site has links to various Mother Goose and other nursery rhymes. Choose "Kids Love 2Learn.ca-for K-Gr.6 students" and follow the links:

<http://www.2learn.ca>

- This is one of the links from the above site. Musical accompaniments to many rhymes such as "This Old Man," "Where Oh Where Has My Little Dog Gone?," and "Itsy Bitsy Spider":

<http://www.hendersonville-pd.org/hpdnursery.html>

- This site has links to various nursery rhymes and other children's poetry and literature in general. At the site choose Everything for Education K12, then the Language Arts category and then go to Poetry.

<http://www.eduhound.com>



Social

Physical

Intellectual

Creative

Emotional

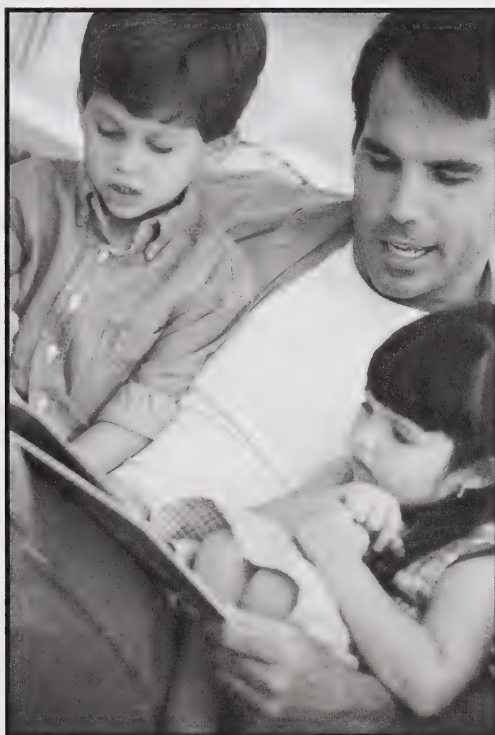
Teaching the Whole Child

Once Upon a Time . . .

Children and adults love a story. At story time, a child will often pull out the same favourite book or ask a parent to “Tell me the story when . . .” Most of the stories included in this module will be familiar to both of you.

Today your student will create a door that will become the entry point into the world of imagination. This door is intended to help the student recognize the difference between the worlds of reality and make-believe.

You should prepare the Story Journal ahead of time so that the morning writing assignment can be completed within the time allotted. Turn to Day 1 Story Journal for the instructions.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Level A: Modern Curriculum Press Phonics*, pages 291 and 292
- Thematic Assignment Booklet 8A
 - Day 1: Printing ou Words
 - Day 1: Story Journal Sentences
 - Day 1: Story Journal Topics
- Story Journal
- *Collections Writing Dictionary*

Music and Movement

- audiocassette *The Orchestra* by Peter Ustinov and the Toronto Philharmonic Orchestra (optional)
- compact disc *Classics for Children* by Arthur Fiedler and the Boston Pops Orchestra (optional)

Silent Reading

- books, magazines, or other favourite reading material
- Ladybird, Puffin, or McCracken series for independent reading (optional)

Math Time

- See Mathematics Module 8, Day 1.

Project Time

- large piece of cardboard or appliance box
- tempera paints and various sizes of brushes

Let's Look Back

- Thematic Assignment Booklet 8A
 - Day 1: Learning Log

Story Time

- mutually chosen reading material

Activities

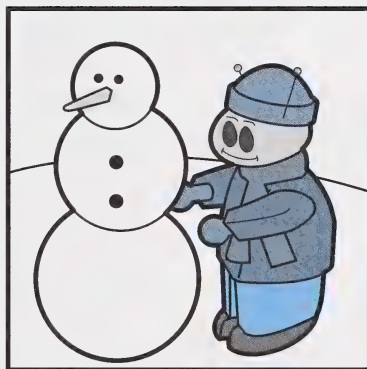
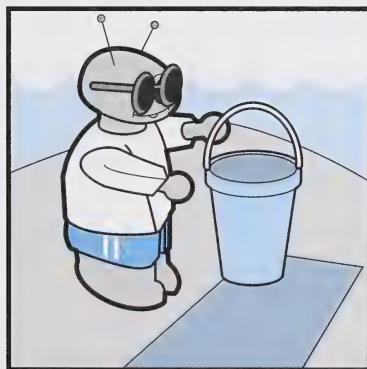
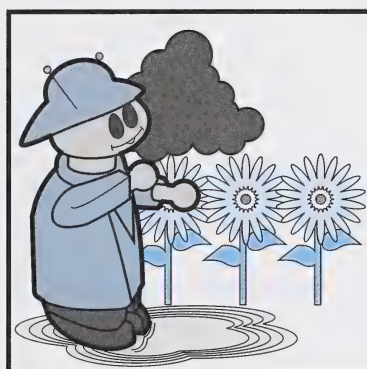
Calendar Time



Calendar Time

Time recommended: 10 minutes

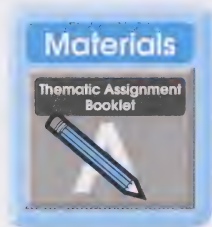
If this is the beginning of a new month, take out a blank calendar page and help the student print the name of the month and the numbers for the dates. On a blank calendar picture page, draw a picture for the month. The drawing could be related to the current theme or it may be seasonal. Help the student post the new calendar in the learning area.



If it is not the beginning of a new month, continue with your current calendar and prepare a new calendar on the first school day after the month changes.

Complete the basic Calendar Time procedure found in the Calendar Package every day. Refer to other sections of the Calendar Package for additional activities.

Focus for Today



In today's Learning Log you are asked to comment on the student's **ability to distinguish between what is real and what is make-believe**. It's a good idea to preview the Learning Log before beginning the day's activities.

Language Arts

Time recommended: 35 minutes

Word Study

At the end of the previous module, you removed the word cards from the New Word Box and from the student's personal word bank. From these cards, you made two ringed booklets:

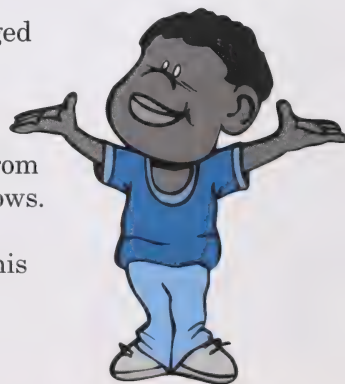
- one containing theme-related and personal-interest words on white index cards
- the other containing coloured index cards with high-frequency words

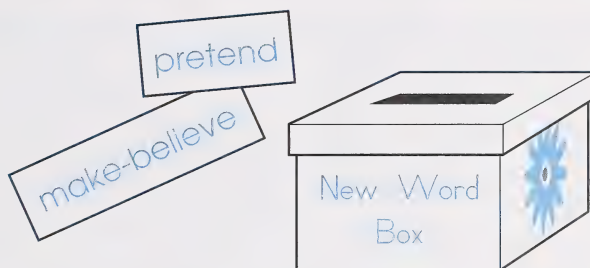
Separating the cards in this way gives you the opportunity to focus your student's attention on mastering the high-frequency words, which is crucial to the beginning reader and writer.

Occasionally review the cards in the ringed booklets, with an emphasis on the high-frequency words.

Take time now to see how many words from the two ringed booklets your student knows.

You will start a new batch of words for this module, again increasing your student's sight-word vocabulary.





With the word boxes and blank index cards in front of you, ask your student to choose a word or two to learn. The words may be related to the module or they may be of personal interest.

Materials

Home Instructor's Manual



If the words are not from the High-Frequency Word List found in the Appendix of the Home Instructor's Manual, print the words on white index cards.

Help your student learn to read each word by doing some of the following activities:

- On the chalkboard or on a piece of lined paper, print a short sentence, leaving a blank line for the new word. Ask your student to print the word on the line and then read the sentence aloud.

For example, if the chosen word is **pretend**, print a sentence like the one that follows and ask your student to print the new word on the line. Last, have your student read the sentence aloud.

I like to _____ that I
am a character in a story.

- Print the chosen word on unlined paper or on the chalkboard. Have the student do the following while studying the word:
 - Say the beginning and ending sounds and their corresponding letter names.
 - Spell the word aloud.
 - Print the new word on a strip of paper and cut the letters apart. Use the scrambled letters to reassemble the word.
- Make a list of words that rhyme with the new word and contain the same word ending.

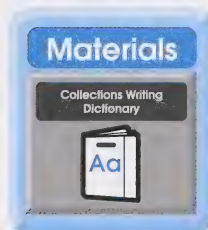
tale

sale

pale



For additional suggestions on teaching word recognition, refer to Word Study Teaching Notes in the Appendix of the Home Instructor's Manual. You may have already posted this chart in your learning area.



When you have finished studying the new word, place the index card in the New Word Box. Have the student add any new words to the *Collections Writing Dictionary*.

Alternative Activity

If your student is having trouble with Word Study activities, limit the number of words that you work on. Perhaps one new word a day will be enough for now. Discuss your concerns with the student's teacher.

Phonics and Printing

Today the student will practise the “ou” sound (or the pinch sound). Review the key sound by having your student pinch his or her arm lightly while saying “ouch.”

Print the following words on the chalkboard or on a piece of paper:

bound

loud

mouse

our

Ask the student to underline the letters that make the “ou” sound.

Materials

Phonics Book



Turn to pages 291 and 292 in *Level A: Modern Curriculum Press Phonics*. The little book, which your student will make and read, is all about clouds. Your student may remember the study of clouds from Module 3: Day Sky, Night Sky. If not, briefly review some of the things that he or she learned about clouds. Have the student read through this book. Provide assistance only as needed.

You can now ask your student to list words that have the “ou” sound for you to print on the chalkboard or on a piece of paper. If your student has difficulty thinking of words, suggest the following words and help him or her print some of them for you. Provide assistance as necessary.

about

aloud

without

couch

house

shout

sour

cloud

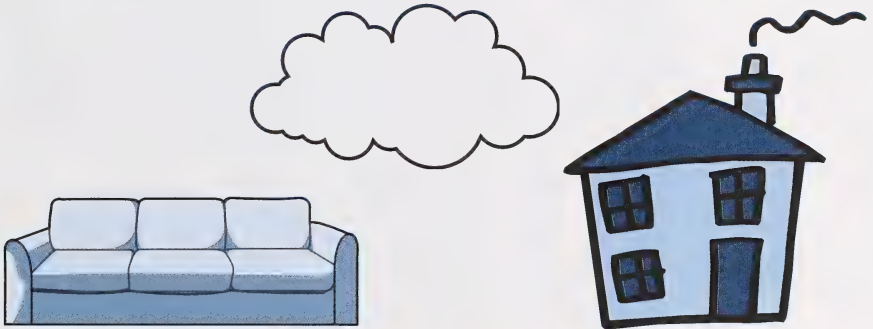
round

trout

wound

flour

count

**Materials**

Thematic Assignment Booklet



After you or the student have printed a few words, turn to Thematic Assignment Booklet 8A, Day 1: Printing ou Words. On this page, your student is asked to identify the names of pictures containing the “ou” sound and to write the words on the lines.

Music and Movement

Time recommended: 10–15 minutes



People have been using music and movement to tell stories for as long as there have been stories. Today you and your student can listen to different selections of classical music and then have your student suggest what the music brings to mind. Any of the pieces on *The Orchestra* audiocassette or the *Classics for Children* CD would be suitable for this exercise.

You may wish to have your student focus on one particular sound, such as the drum beat or a bell. Have the student dance around the room or perform some other action as long as that sound can be heard. Then, the child should “freeze” when the sound is no longer heard.



Language Arts

Time recommended: 60 minutes

Reading

Today your student will be reading an **article**. Explain that an article is not a pretend story; it reports facts or expresses somebody's opinion. After reading the title of the article, ask the student to predict what the article will be about.

The following questions could aid your discussion:



tale: story

Read the title of the article.

What do you think this article will be about?

What is a **tale**?

Why do you think the author has written the article about tales from long ago?

Do you like "long-ago" tales?



Acknowledge your student's responses in a positive manner. These answers are an expression of opinion based on his or her experience. Have the student read the first two paragraphs of the article, or you can read the paragraphs with your student. Then, ask the questions that follow the article.

Long-Ago Tales

I like stories that begin with “Once upon a time . . .” They are fun to read. Animals can talk in some of these stories. Sometimes the stories teach lessons and sometimes things happen that make me laugh.

In “Once-upon-a-time” stories, a gingerbread man can run down the road. Can you imagine a world where pigs can build houses and pumpkins can turn into beautiful carriages? “Once-upon-a-time” stories let our minds walk through the door into the land of pretend, where we can use our imaginations.

These stories are very old. Fathers and mothers and grandfathers and grandmothers all around the world have told them to their children for many years. When the children grow up, they tell them to their children. These stories are like gifts from the past.

I like it when these old stories end with “They all lived happily ever after.”

Continue with the following questions:

What is make-believe?

Could “once-upon-a-time” stories happen in real life?

How do you know?

Explain to your student that “once-upon-a-time” stories are also called **folk tales**, **fairy tales**, or **classic stories**. Then continue with the following script:

Do you have a favourite story that begins with “Once upon a time . . .”?

Tell me a little about it.



Share your thoughts about your favourite old stories. Have the student finish reading the article and then discuss it. The following questions may help.

How old do you think your favourite story is?
(Some of these stories are more than 500 years old.)

Do you like pretend stories better than true stories? Why?

Do you like stories that end with “They all lived happily ever after.”?

Explain your answer.

Story Journal



Insert loose-leaf sheets into a folder called Story Journal. Divide each sheet of paper into two parts. One half of the page will be for printing the journal entry and the other half will be for drawing a picture. Another suggestion is to alternate lined and unlined sheets of paper. The unlined paper can be for the pictures and the lined paper can be for the journal entry.

Your student's first Story Journal entry may be about a book that has been read recently or about an all-time favourite story. Each journal entry will begin with the day of the module and the title of the book, story, poem, or rhyme, followed by an entry about the material. Then have the student continue with a drawing that illustrates his or her comments.

Day 1

Cinderella

I felt sad for Cinderella when she couldn't go to the ball.



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 8A and read Day 1: Story Journal Sentences for suggestions. Remove the page and post it in your work area. Have your student select a sentence that suits the literature being reviewed or write his or her own sentence. For other ideas, refer to Day 1: Story Journal Topics. Choose a sentence or a topic. Do not do both.

Materials

Student Folder



Label the Story Journal page with the student's full name and M8D1 and place it in the Story Journal. Then place the Story Journal in the Student Folder until needed next time.

Enrichment (optional)

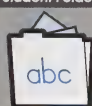
Help your student write an article to describe his or her personal thoughts about "once-upon-a-time" stories. Have your student take out a piece of lined paper and print **What I Think** or another suitable title at the top of the page.

The following pattern sentence may be a helpful beginning to the article:

I like "once-upon-a-time" stories because _____.

Materials

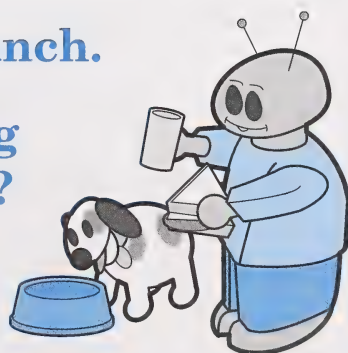
Student Folder



Have your student print at least three ideas that are related to the topic. Once completed, ask your student to read the sentences aloud while looking for spelling errors, missing capitals, or punctuation. When the editing process is complete, label the back of this sheet with the student's full name and M8D1. Place the page in the Student Folder.

Now, it's time for lunch.

Is your soup cooling safely on the counter?



Silent Reading

Time recommended: 5–10 minutes

For this module, you may want to stock up on easier-to-read adaptations of fairy tales, such as the Ladybird, Puffin, or McCracken series for independent reading. Check your library for books by these publishers. You or other family members can enrich the child's literary and language background by reading a variety of other versions.



Challenge a more advanced reader with a variety of tellings of the same tale. Encourage the student to analyse how each writer and illustrator interprets the story.

Math Time

Time recommended: 45 minutes

If your student is registered in the Grade One Mathematics program that accompanies this Thematic program, he or she is encouraged to work on mathematics each school day. Proceed with Mathematics Module 8, Day 1 activities now.

If your student is not registered in the Grade One Mathematics program, then proceed with the activities that follow.

Project Time

Door to the World of Imagination

Time recommended: 50 minutes

For this project, you will need a large piece of cardboard and paint supplies. A large appliance box would be suitable. Inquire at a local store if you do not have a box on hand, or tape several pieces of cardboard together to make one large sheet.

This project will reinforce the idea that there is a difference between the worlds of make-believe and reality.

Your student will design and paint a door into the world of make-believe. Discuss what kind of door your student would like to make. It could be a door in a hedge, a door into a castle, or maybe a door on a pumpkin carriage.



Begin by having your student draw the project on a smaller piece of paper. Then have the child complete the project by painting a larger version of the door on the large sheet of cardboard. The door should be large enough for the child to walk or crawl through. When the door has been marked out, you (the home instructor) will cut out the opening.

This is a good time to review the effects of mixing colours. Red and blue make purple, yellow and blue make green, and yellow and red make orange. Your student will enjoy creating the perfect colours for the door into the world of imagination.

As needed, review Basic Preparation and Clean-up in the Art section of the Home Instructor's Manual.

Materials

Home Instructor's Manual



- Allow plenty of space for the child to work.
- Protect any surface or clothing that might be damaged by the material in use.
- Take care to thoroughly wash paintbrushes or other painting tools after use.

Keep the door handy for the duration of the module. Have your student walk through the door when entering the world of imagination. You may want to make the other side of this door into a stage for a puppet play.

Your student's teacher would enjoy seeing a drawing or photograph of the door. If you are sending a photograph or drawing, be sure to label it with the student's full name and M8D1.

Sharing Time

Time recommended: flexible

Today your student could explain how the door will take a person into a world of imagination. Then talk about favourite "once-upon-a-time" stories with family members.

Let's Look Back

Time recommended: 10 minutes

Discuss the day's activities with your student. The following script could help with your discussion.

Which activities did you like most today?

Tell me what you think you are going to enjoy most about studying stories.

Do you like using your imagination?

Are you good at making up stories?

Is there a favourite story about you or a family member that you like to have told to you?

Tell me something that you know could never happen in real life.

Tell me something that could happen in real life.

Answer these questions for me.

Can a bear talk?

Can a bear walk?

Can a pumpkin be turned into a carriage for someone to ride in?

Can a pumpkin be turned into a pie?

Do bears eat berries?

Do bears eat porridge?

Can a wolf chase a rabbit?

Can a wolf huff and puff and blow a house down?

Can a deer jump over a fence?

Can a cow jump over the moon?



Materials

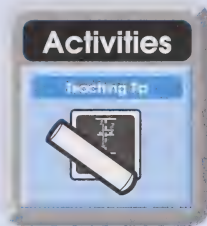
Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 8A, and complete the Day 1: Learning Log. Be sure to add your student's comments about familiar stories.

Story Time

Time recommended: flexible



It is recommended that you read a variety of folk tales, and more than one version of some stories, as you proceed through this module.

Because folk tales were told for hundreds of years before they were written down, you will find many versions of them. Another reason for multiple versions is that the same themes crop up in different spots around the world. For example,

Cinderella-type stories from around the world number in the hundreds.

To read about Cinderella, start with a classic version, such as the one by Marcia Brown or Amy Ehrlich. Then, move on to newer versions like *Cinderella Penguin* by Janet Perlman, *Cinder Edna* by Ellen Jackson, or *Cinder Elly* by Frances Minters

For an ethnic version of Cinderella, read *The Rough-Face Girl* by Rafe Martin.

Approach the story of *Goldilocks and the Three Bears* in the same manner. Jan Brett retells a familiar version, but you will admire her intricate and beautiful illustrations. James Marshall, on the other hand, adds a new interpretation to the story. Marshall's illustrations make readers laugh. Then move on to *Somebody and the Three Blairs* by Marilyn Tolhurst, a turnabout story where the bear is the invader.

You can see why a trip to the library and a chat with the librarian are highly recommended.

Have a good time with stories old and new!

You'll find more "once-upon-a-time" stories in Day 2.

The Humongous Turnip



How do you pull up a turnip?

Today's Reading selection will give the student the opportunity to predict story events and to do creative problem solving. There is a choice of two follow-up activities.

In Project Time your student will also have the opportunity to choose one of two projects—conducting a survey or making clay models.

During Music and Movement, your student will begin by doing some warm-up activities, such as jogging on the spot. Then, an old-fashioned tug-of-war with family and friends could be planned.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Level A: Modern Curriculum Press Phonics*, page 293
- Thematic Assignment Booklet 8A
– Day 2: Contractions with Will
- turnip for lunch (optional)
- Story Journal
- Story Journal Ideas Chart
- *Collections Writing Dictionary*

Music and Movement

- strong rope for tug-of-war

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 8, Day 2.

Project Time

Project Choice 1: Vegetable Survey

- no special materials required

Project Choice 2: Modelling Clay Story

- ingredients for modelling clay
- paint or varnish (optional)

Let's Look Back

- Thematic Assignment Booklet 8A
– Day 2: Learning Log

Story Time

- mutually chosen reading material
- *The Enormous Turnip*, retold by Sue Arengo (optional)

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Begin with the basic Calendar Time procedure. Refer to your Calendar Package for other suggested activities.

Materials

Thematic Assignment Booklet



Focus for Today

Today's Learning Log asks you to comment on the student's **predicting and problem-solving skills**. Pay particular attention to these areas during Reading today.

Language Arts

Time recommended: 35 minutes

Word Study

our

Print the high-frequency word **our** on a coloured index card. If your student automatically recognizes the word, place it in his or her personal word bank.

If further teaching of the word is required, print it on the chalkboard or on a piece of paper. Underline the **ou** vowel combination, which is called the "pinch sound."

Materials

Collections Writing Dictionary



After studying the word with your student, place the index card for the word **our** in the New Word Box. Also add the word to the *Collections Writing Dictionary*.

Your student may also be interested in practising personal-interest words or words related to the theme. Print the student's chosen words on white index cards. Study the words with your student as outlined in Day 1.

Notice that, although words like **pretend**, **folk**, **tale**, **turnip**, and **wolf** are used often in this module, they are not high-frequency words. Outside this module, the student would not encounter these words on a daily basis.



Phonics and Printing

contraction: A contraction is formed from two words.

Letters are removed from one of the words and replaced by an apostrophe.

The focus for Phonics today and tomorrow is **contractions**. Although your student will be familiar with contractions from reading stories and poems, this will be the first formal lesson on this topic. Does your student know what a shortcut is? Contractions are a shortcut for writing and saying some words.

Turn to page 293 in *Level A: Modern Curriculum Press Phonics*. Read the little poem about tobogganing down a hill.



Ask your student to read the first two lines of the poem aloud to you. Underline the word **they'll** in the first line and **they will** in the second line. Tell your student that both mean the same thing. Repeat this process with the last two lines.

Print the words **they**, **will**, and **I** on strips of paper. Show the student how to make the contraction **they'll** by covering up the **wi**. Follow a similar procedure with **I** and **will**.

Now, explain to your student that there must be something to show that letters are missing. Use an apostrophe (') to show that there are letters missing.

they'll

I'll

I think **they'll** soon be here.

I'll come with you.

Now print the words **you**, **we**, **she**, **it**, and **he** on strips of paper. Have your student show you the contractions formed when each of these words is joined with the word **will**.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 8A, and follow the directions to complete Day 2: Contractions with Will.

Materials

Phonics Book



Return to page 293 in *Level A: Modern Curriculum Press Phonics*. After reading the instructions, have the student complete the bottom of the page independently. When the work is completed, mark the page. Have your student do any necessary corrections and then re-mark the page in a different colour of pen.

Music and Movement

Time recommended: 10–15 minutes

Since the story the student will be reading later today involves pulling activities, it would be fun to have some pulling experience before then. You will need a strong piece of rope for this activity.

Before beginning, jog slowly on the spot for about 30 seconds. Then, lift the knees higher and jog more quickly. Complete the warm-up with some arm circles followed by some stretching.

If other friends or family members are present, it would be fun to have an old-fashioned tug-of-war. A line can be marked on the floor with tape or this activity could be done outdoors by making a line on the ground with a stick or chalk. The players are divided into two groups. On the word “go,” both teams attempt to pull the other team over the line. Ensure that the rope is strong and won’t break when being pulled. As well, leave between 5 to 6 metres of rope between each team of players and about 1 metre of rope between each player.



If other family members are not available, you and your student can still have fun with this activity. You can tie one end of the rope onto a heavy object and then, on the command “go,” both of you will pull the other end of the rope as hard as possible. Make sure the child has the opportunity to experience the pulling movement.

Language Arts

Time recommended: 60 minutes

Reading

Before beginning today’s Reading activities, have your student crawl through the door that was made yesterday to enter the world of imagination.

Ask your student to talk about the illustrations in the story “The Humongous Turnip” that follows on pages 38 to 40. Use these questions to guide your discussion:



Where does this story take place? (in a garden)

What time of the year do you think it is? Why do you think that?

(If it is in Canada or a country with a similar type of climate, it is probably fall.)

Tell me what is happening in the first illustration.

(People and animals are trying to pull out a plant.)

What plant are the people and animals trying to pull out? (a turnip)

What can you tell me about the turnip plant that is being pulled out? (Accept any reasonable response, but focus on the size of the turnip in comparison to other turnip plants the student may have seen. If possible, have a turnip plant for the student to look at.)

Why do you think this turnip plant is so much larger than other turnip plants?

(Accept any reasonable response.)

Why do you think the people and the animals are working so hard to pull out the turnip plant? (Accept any reasonable response.)

Have you ever eaten a turnip?

(If possible, have a slice of raw turnip for the student to try, and then ask him or her to describe how it tastes and compare the taste to other vegetables.)

Tell me what is happening in the last illustration. (People and animals pulled up the turnip.)

Read the story aloud, modelling fluent, expressive reading. Following the reading, engage the student in a discussion of the setting, characters, and events. Challenge your student to make a prediction about what the family will do with the turnip now that they have pulled it up. Encourage a variety of creative suggestions.

Guide your student to identify repeated parts in the story, such as "... the farmer caught hold of the turnip, and his wife caught hold of him, and they began to pull and pull, but they couldn't pull it up."

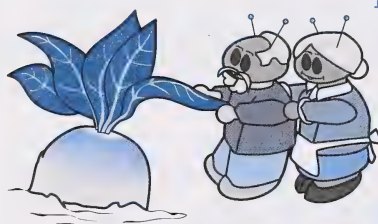
Print this repeated example on a piece of paper and read it together a few times while you track the words with your index finger or a pointer.

The Humongous Turnip

An old man planted a turnip. The turnip grew to be humongous. The old man started to pull it out of the ground. He pulled and pulled, but couldn't pull it out. So he called the old woman over.



The old woman took hold of the old man; the old man took hold of the turnip. They pulled and pulled, but couldn't pull it out. So the old woman called the granddaughter over.



The granddaughter took hold of the old woman; the old woman took hold of the old man; the old man took hold of the turnip. They pulled and pulled, but couldn't pull it out. So the granddaughter called the dog over.



The dog took hold of the granddaughter; the granddaughter took hold of the old woman; the old woman took hold of the old man; the old man took hold of the turnip. They pulled and pulled, but couldn't pull it out. So the dog called the cat over.



The cat took hold of the dog; the dog took hold of the granddaughter; the granddaughter took hold of the old woman; the old woman took hold of the old man, the old man took hold of the turnip. They pulled and pulled, but couldn't pull it out. So the cat called the mouse over.



The mouse took hold of the cat; the cat took hold of the dog; the dog took hold of the granddaughter; the granddaughter took hold of the old woman; the old woman took hold of the old man; the old man took hold of the turnip. They pulled and pulled—and finally pulled out the turnip!



Reread the story a few times, depending on the student's interest. Ask the student to read the repeated parts and any other parts that he or she feels comfortable reading.

Inform your student of the following activity choices, and then have him or her choose one.

Activity Choice 1: How to Pull Up a Turnip

Challenge your student to think of creative ways to pull up the turnip, other than the one used in today's story. Encourage your student to come up with as many solutions to the problem as possible. Accept all answers, even the most outrageous ones, as this kind of activity is the best way to encourage the creative thought process.

List the ideas on a piece of chart paper. Once the list is complete, display it in the learning area for a few days. Your student will have an opportunity to illustrate a favourite solution this afternoon.

How to Pull Up a Turnip

- Hire some groundhogs to dig it up.
- Get a tow truck to pull it up.
- Get a big crane to pull it up.
- Get two horses to pull it up.
- Get a tractor to pull it up.
- Get a whole bunch of people with shovels.

Activity Choice 2: Sequencing the Story

cumulative story: a story in which former events are reported before a new event is added

Your student can sequence the events of today's **cumulative story** by drawing pictures of each story character who tries to pull the turnip free. Have your student refer to the story to ensure that the proper sequence is followed.

Label the back of the chosen activity with the student's full name and M8D2. Place it in the Student Folder.

Story Journal

Refer to the Story Journal Sentences or Story Journal Topics, which you removed from Thematic Assignment Booklet 8A on Day 1. Remind your student to write his or her name and M8D2 at the top of the journal page and then copy the title of the story or verse. Continue the assignment as outlined in Day 1.

Once completed, place the page in the Story Journal and put the Story Journal in the Student Folder for storage until the next time it is needed.

Materials

Student Folder



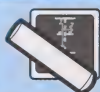
Materials

Student Folder



Activities

Teaching Tip



Instruct your student as needed in the standard use of capital letters when printing titles of books, stories, poems, magazines, songs, movies, and plays. The following generalizations apply:

- The first letter of a title is capitalized.
- The first letters of important words are capitalized.
- Words like **and**, **a**, **to**, **the**, **in**, **on**, and **by** are not capitalized unless they begin the title.

Enrichment (optional)

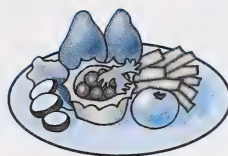
If your student chose to do Activity Choice 1 in Reading today, copy a favourite solution from the chart on a piece of unlined paper. An illustration can then be drawn to accompany the sentence.



I would use a giant crane to pull up giant turnips.

If Activity Choice 2 was chosen, help your student write a sentence about each picture in the story sequence. Your student can add words to describe the characters who helped to pull the turnip.

Perhaps you may want to include
some turnip or other vegetable
when you have lunch now.

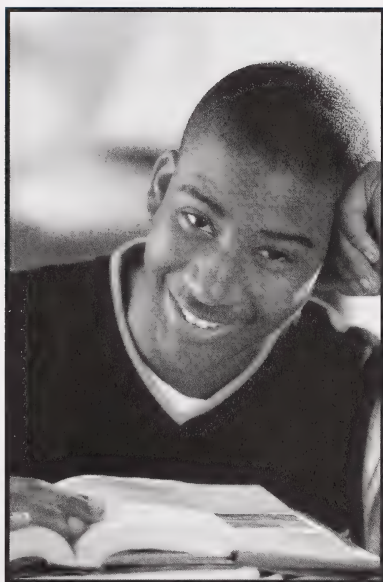


Do you like to eat turnips raw and
with a dip, or do you like them
cooked and then mashed?
Either way, turnips are
rich in vitamin C.

Silent Reading

**Time recommended: 5–10
minutes**

This is the time for you and your
student to each read magazines and
books of your own choice.
Encourage other family members to
read during this time as well.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 8, Day 2.

Project Time

Time recommended: 50 minutes

Guide your student to choose one of the project choices.

Project Choice 1: Vegetable Survey

In this project your student will gather information, organize it, and then report on it. Introduce this project as follows:

Today you will be conducting a **survey**, which means you will be asking people questions to find out information.

You will find out which vegetables your family and friends like.

First, we will make a list of vegetables.

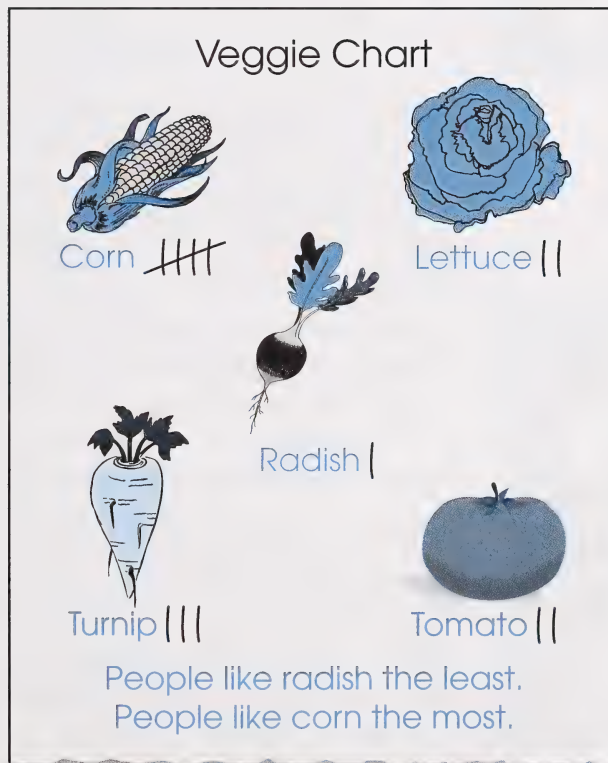
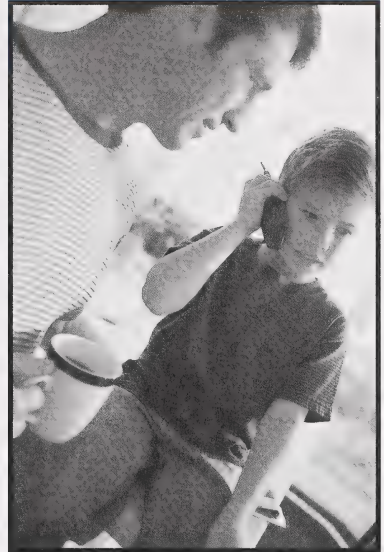
List five or six vegetables on a chart. Then make tally marks like the ones shown on the following chart as the student completes the survey.

Veggies	No	Yes
Corn		
Lettuce		
Tomato		
Turnip		
Radish		

Invite your student to ask family members, relatives, or neighbours if they like each of the vegetables on the list. Make a tally mark in the **Yes** or **No** column of the survey sheet according to their answers.

If it is not possible to survey people in person, have the student interview them over the telephone.

Guide your student to summarize the information in the form of a chart. If you have old magazines with pictures of vegetables to cut out, use them. If not, have the child paint or draw the vegetables.



Day 2 • The Humongous Turnip

Use questions like the following to help your student summarize the data he or she collected:

Which vegetable got the most tally marks?

Which vegetable got the fewest tally marks?

Are there any vegetables that got the same number of tally marks?

After your discussion, help the child print a sentence about which vegetable is liked the most and which vegetable is liked the least. Give the vegetable chart a title. Remember to follow the capitalization rules for titles.

Materials

Student Folder



Label the back of the chart with the student's full name and M8D2. Display the chart before putting it in the Student Folder.

Project Choice 2: Modelling Clay Story

In this activity your student will recreate the story of “The Humongous Turnip” by making clay characters to create a personal adaptation of the story. For example, your student could choose another vegetable to pull or move and include other characters. This activity will also provide an opportunity for the student to work with units of measure.

Materials

Home Instructor's Manual



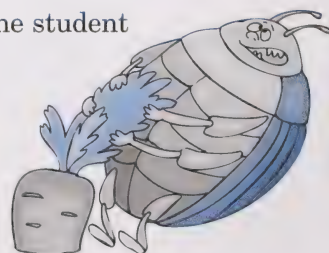
Help your student mix the ingredients for the modelling clay recipe. You might want to double the recipe. Refer to the recipe for modelling clay in the Home Instructor's Manual.

Materials

Student Folder



If possible, submit a photograph or have the student draw a picture of his or her personal adaptation of the story. Have the student label the characters as well. Print the student's full name and M8D2 on the back of the photo or drawing. Place it in the Student Folder.



Sharing Time

Time recommended: flexible

Your student could share either of the activities from today's Reading activity. If he or she chooses to share the "How to Pull Up a Turnip" chart, ask family members to add more suggestions at this time. Answers can be practical or ridiculous. In this case, perhaps sillier is better.

Let's Look Back

Time recommended: 10 minutes

As you look back over today's activities, ask some of the following questions to help find out more about your student's ability to make predictions and be creative in problem solving.

How do you feel about your work today?

What did you enjoy about today?

Was there anything about today that you would like to have done differently?

How did your story predictions turn out?

How did you figure out what would happen next?

Look back at the choices made during Reading, Story Journal, and Project Time and ask questions that are appropriate to the student's choices. If your student did not choose a problem-solving activity, encourage him or her to think of other examples of problems he or she solved during the course of the day.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 8A, and complete the checklist on Day 2: Learning Log. Add your own observations, questions, or comments. Then, record your student's telling of a problem he or she encountered and the solution.

Story Time

Time recommended: flexible



Enjoy reading a favourite story or a new story to the student. If you are reading a new book, do some predicting before you begin. Examine the book cover together and predict what the story could be about. Then, share the book and see how your prediction turns out. Your student might enjoy hearing another version of the story "The Humongous Turnip." Check your local library for *The Enormous Turnip* retold by Sue Arengo.

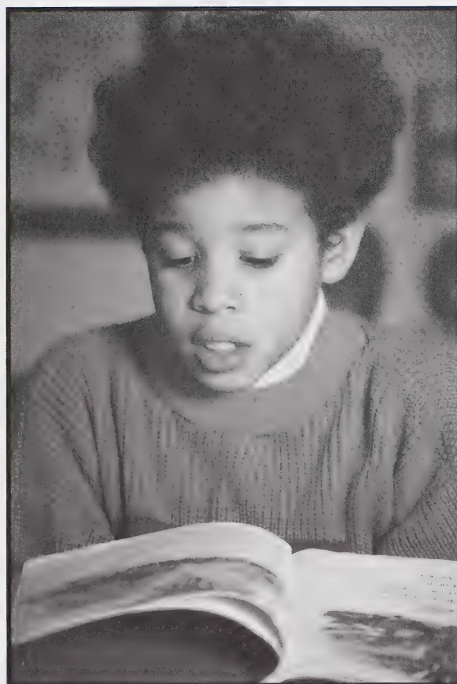


**In tomorrow's activities, you will
enjoy rhyming words.**

What do you call a day of rhyme?

Rhyme Time!

Rhyme Time



Does your student like rhyming words? The characters' names in today's reading selection are rhyming words. Your student will enjoy saying these rhyming animal names while reading.

For Reading, you and your student will practise a readers' theatre version of "Chicken Licken." Then, during Sharing Time, you could present it to family and friends.

Once again, Project Time allows your student to make a choice between two suggested projects—making a character mobile or a string of characters.

During Music and Movement, the student will be invited to learn some playground songs, rhymes, and games.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- *Level A: Modern Curriculum Press Phonics*, page 294
- Thematic Assignment Booklet 8A – Day 3: Spelling Pre-Test
- Story Journal
- Story Journal Sentences and Story Journal Topics charts
- *Collections Writing Dictionary*

Music and Movement

- audiocassette of traditional songs (optional)

Silent Reading

- books, magazines, or other favourite reading material
- *Henny Penny* by Werner Zimmermann and *Licken Chicken* by Robert and Marlene McCracken (optional)

Math Time

- See Mathematics Module 8, Day 3.

Project Time

Project Choice 1: Character Mobile

- wire coat hanger
- string and yarn
- hole punch

Project Choice 2: A String of Characters

- hole punch
- string

Let's Look Back

- Thematic Assignment Booklet 8A – Day 3: Learning Log

Story Time

- mutually chosen reading material
- *Chicken Licken* (published by Ladybird) or *Henny Penny* by Werner Zimmermann (optional)

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Proceed with the basic Calendar Time procedure. Select additional suggested activities, such as naming the months and the seasons of the year in order, from the Calendar Package.



Focus for Today

Materials

Thematic Assignment
Booklet



As you read through today's selection, take note of what decoding strategies your student uses when approaching an unfamiliar word. This and other **reading skills and concepts** will be the focus of the Learning Log today.

Language Arts

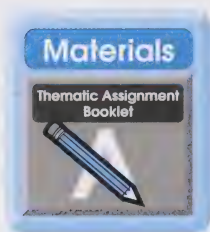
Time recommended: 35 minutes

Spelling

Today you will pre-test your student on the six spelling words for this module. The term **pre-test** means that you will test the student's ability to spell specific words without the opportunity to study them prior to the test.

By pre-testing, you can determine if the student already knows the words or if instruction and practice is required. If the student accurately spells the words, it is not necessary to spend more time on these six words.

Study is only required on the words that the student is unable to spell. Further spelling activities will be done on Day 5.



Turn to Thematic Assignment Booklet 8A, and follow the directions to complete Day 3: Spelling Pre-Test. Use the following spelling words:

as	have
his	one
they	had

Note: Use the following steps when giving the pre-test:

- Say the word.
- Say the word in a sentence.
- Repeat the word.



For further information, consult the Spelling section of the Home Instructor's Manual.

Enrichment (optional)

Your student may already know how to read and spell the words given in the spelling pre-test. That's great! If this is the case, challenge your student to choose a few spelling words that suit the theme or that are of personal interest.

Phonics and Printing

Today your student will continue to learn about contractions with the word **is**. Remind the student that contractions are shortcuts for writing some words.

Yesterday you wrote contractions that were made with the word **will**. Use instructions similar to yesterday's for discussing today's contractions.

Print the words **she**, **he**, **it**, and **is** on strips of paper.

Show your student how to turn the words **she is** into the contraction **she's** by covering up the **i**. On a chalkboard or a piece of paper, print the contraction. Repeat this process with the remaining words.



Materials

Phonics Book



Materials

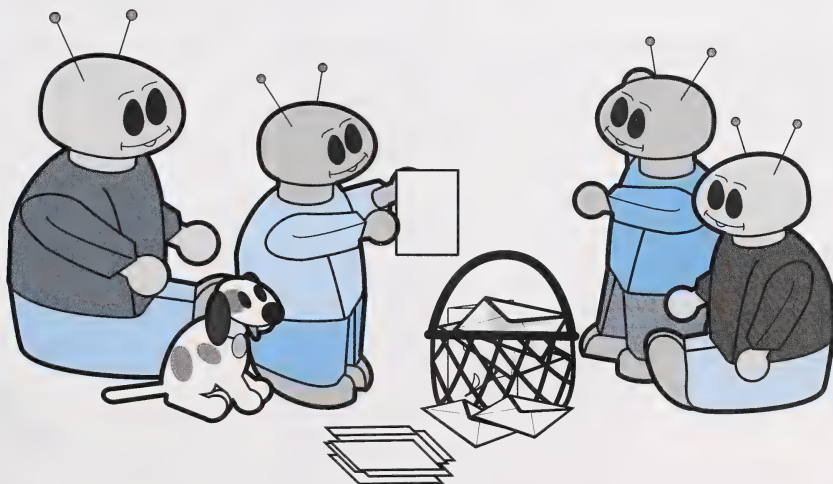
Student Folder



Emphasize the apostrophe that replaces the letter **i**.

Read the instructions on page 294 in *Level A: Modern Curriculum Press Phonics* with the student. Your student can then print the contraction for the underlined word on the lines. Once completed, mark this page and then guide your student to make the necessary corrections. Encourage the student to print neatly when doing the activity. This exercise will be the printing practice for today.

Label the page with the student's full name and M8D3 before placing it in the Student Folder.



Music and Movement

Time recommended: 10–15 minutes

There are many traditional songs, rhymes, and games that children around the world have learned on playgrounds and at home. Many of the Music and Movement lessons for this module will focus on teaching your student these old playground songs, rhymes, and games.

Today you will introduce your student to a common North American camp song. If you are not familiar with the tune to this song, your student will still enjoy learning the words without the tune. Chances are that someone you know is familiar with the tune and can help you to learn it.

Alice the Camel

Alice the camel has TEN humps.

(Show the number of humps with your fingers.)

Alice the camel has TEN humps.

Alice the camel has TEN humps.

So go, Alice, go.

Boom, boom, boom! (Bump hips or use another suitable movement for each boom.)

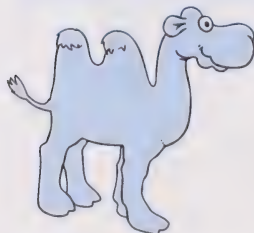
Count down the number of humps until you reach one, and then sing the final verse:

Alice the camel has NO humps.

Alice the camel has NO humps.

Alice the camel has NO humps.

Alice is a horse, of course!



Traditional

Language Arts

Time recommended: 60 minutes

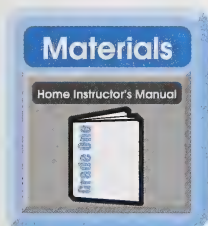
Reading

Prior to reading the selection each day, have your student crawl through the door he or she created on Day 1. Doing this activity will help him or her understand that the stories and rhymes being read are make-believe.

A story and a readers' theatre version of the story "Chicken Licken" will be read today.

Readers' theatre combines both oral reading and story drama when you, your student, and possibly other family members read the **dialogue** of the story with expression. Little or no body movement is used in readers' theatre; however, since your student is just becoming familiar with readers' theatre, some actions and props, such as a hat or a purse, could be used.

dialogue: conversation
in a story, play, or movie



For further information on expressive use of the voice, see the Readers' Theatre section of the Home Instructor's Manual.

Before reading the story, explain that there are a lot of rhyming words in it. Briefly discuss that rhyming words are words that end with similar sounds, such as **chicken** and **licken**.



After reading the title, encourage the student to listen carefully to the story to find who Chicken Licken is and to listen for rhyming pairs, such as Chicken/Licken, Henny/Penny, Cocky/Locky, Ducky/Lucky, Turkey/Lurky, and Foxy/Loxy.

Chicken Licken

One day as Chicken Licken was scratching under the pea vines in the barnyard, a pea fell out of a pod and struck her on the head.

“Oh!” said Chicken Licken, “the sky is falling! I must go and tell the king.”

So she ran and she ran, until she met Henny Penny.

“Where are you going, Chicken Licken?” said Henny Penny.

“Oh, Henny Penny, the sky is falling, and I’m going to tell the king!”

“How do you know?”

“I saw it with my eyes and I heard it with my ears, and a piece of it fell on my tail!”

“Then I will go with you,” said Henny Penny.

So they ran and they ran, until they met Cocky Locky.

“Good morning, Henny Penny,” said Cocky Locky. “Where are you going?”

“Oh, Cocky Locky, the sky is falling, and we are going to tell the king!”

“How do you know?”

“Chicken Licken told me.”

“I saw it with my eyes and I heard it with my ears, and a piece of it fell on my tail,” said Chicken Licken.

“Then I will go with you,” said Cocky Locky.

So they ran and they ran, until they met Ducky Lucky.

“Good Morning, Cocky Locky, Henny Penny, and Chicken Licken,” said Ducky Lucky. “Where are you going?”

“The sky is falling, and we are going to tell the king.”

“How do you know?”

“Henny Penny told me,” said Cocky Locky.

“Chicken Licken told me,” said Henny Penny.

“I saw it with my eyes and I heard it with my ears, and a piece of it fell on my tail,” said Chicken Licken.

“Then I will go with you,” said Ducky Lucky.

So they ran and they ran, until they met Turkey Lurkey.

“Good morning, Ducky Lucky, Cocky Locky, Henny Penny, and Chicken Licken,” said Turkey Lurkey. “Where are you going?”



“Oh, Turkey Lurkey, the sky is falling, and we are going to tell the king.”

“How do you know?” said Turkey Lurkey.

“Cocky Locky told me,” said Ducky Lucky.

“Henny Penny told me,” said Cocky Locky.

“Chicken Licken told me,” said Henny Penny.

“I saw it with my eyes and I heard it with my ears, and a piece of it fell on my tail,” said Chicken Licken.

“Then I will go with you,” said Turkey Lurkey.

So they ran and they ran, until they came to the woods.

They had not gone far into the woods when they met Foxy Loxy.

“Good morning, Turkey Lurkey, Ducky Lucky, Cocky Locky, Henny Penny, and Chicken Licken. Where are you going?” said Foxy Loxy.



“The sky is falling, and we are going to tell the king.”

“Do you know where to go?”

“No,” said they.

“Follow me, and I will show you,” said Foxy Loxy.

So they all followed him into the deep woods. By and by they came to a rocky cavern in the hillside.

“Walk in here,” said Foxy Loxy. And Turkey Lurkey, Ducky Lucky, Cocky Locky, Henny Penny, and Chicken Licken all walked into Foxy Loxy’s den—and though he was seen to come out, no one ever saw those foolish birds again, and the king was never told that the sky was falling.

Alice O’Grady

After the reading, have your student retell the story and identify the rhyming pairs. Then go on to guide your student to identify the parts of the story that repeat, such as “. . . the sky is falling, and I’m going to tell the king!”

Do a second expressive reading of the story and encourage the student to also read along with expression. For the parts of the story that the student can read with confidence, lower your voice.

Now, tell your student that you will be reading the following readers’ theatre version of the story “Chicken Licken.” You will read the **narrator’s** dialogue and your student will read Chicken Licken’s dialogue. You or other family members and friends could read the other parts.



narrator: a person who tells a story

Practise reading the parts with expression. Actions or props, such as animal masks, could be used to enhance the theatre experience.

Before you and your student read the following play, explain how to tell when it is a character's turn to speak and when it is the storyteller's turn. You can do this by pointing to each speaker's name in turn, reminding the reader that one does not say the speaker's name, but rather reads just what is being said.

===== Chicken Licken =====

Narrator: One day as Chicken Licken was scratching under the pea vines in the barnyard, a pea fell out of a pod and struck her on the head.

Chicken Licken: Oh! The sky is falling! I must go and tell the king.

Narrator: So she ran and she ran, until she met Henny Penny.

Henny Penny: Where are you going, Chicken Licken?

Chicken Licken: Oh, Henny Penny, the sky is falling, and I'm going to tell the king!

Henny Penny: How do you know?

Chicken Licken: I saw it with my eyes and I heard it with my ears, and a piece of it fell on my tail!

Henny Penny: Then I will go with you.

Narrator: So they ran and they ran, until they met Cocky Locky.

Cocky Locky: Good morning, Henny Penny
and Chicken Licken. Where are you going?

Henny Penny: Oh, Cocky Locky, the sky is
falling, and we are going to tell the king!

Cocky Locky: How do you know?

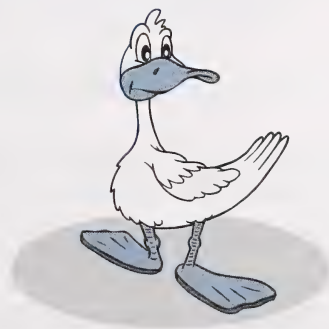
Henny Penny: Chicken Licken told me.

Chicken Licken: I saw it with my eyes and I
heard it with my ears, and a piece of it fell
on my tail.

Cocky Locky: Then I will go with you.

Narrator: So they ran and they ran, until
they met Ducky Lucky.

Ducky Lucky: Good morning, Cocky Locky,
Henny Penny, and Chicken Licken. Where
are you going?



Together: The sky is falling, and we are going
to tell the king!

Ducky Lucky: How do you know?

Cocky Locky: Henny Penny told me.

Henny Penny: Chicken Licken told me.

Chicken Licken: I saw it with my eyes and I
heard it with my ears, and a piece of it fell
on my tail!

Ducky Lucky: Then I will go with you.

Narrator: So they ran and they ran, until
they met Turkey Lurkey.

Turkey Lurkey: Good morning, Ducky Lucky,
Cocky Locky, Henny Penny, and Chicken
Licken. Where are you going?

Together: Oh, Turkey Lurkey, the sky is
falling, and we are going to tell the king.

Turkey Lurkey: How do you know?

Ducky Lucky: Cocky Locky told me.

Cocky Locky: Henny Penny told me.

Henny Penny: Chicken Licken told me.

Chicken Licken: I saw it with my eyes and I
heard it with my ears, and a piece of it fell
on my tail.

Turkey Lurkey: Then I will go with you.

Narrator: So they ran and they ran, until they came to the woods. They had not gone far into the woods when they met Foxy Loxy.

Foxy Loxy: Good morning, Turkey Lurkey, Ducky Lucky, Cocky Locky, Henny Penny, and Chicken Licken. Where are you going?

Together: The sky is falling, and we are going to tell the king.

Foxy Loxy: Do you know where to go?

Together: No.

Foxy Loxy: Follow me, and I will show you.

Narrator: So they all followed him into the deep woods. By and by they came to a rocky cavern in the hillside.

Foxy Loxy: Walk in here.

Narrator: And Turkey Lurkey, Ducky Lucky, Cocky Locky, Henny Penny, and Chicken Licken all walked into Foxy Loxy's den—and though he was seen to come out, no one ever saw those foolish birds again, and the king was never told that the sky was falling.

Day 3 • Rhyme Time

For Sharing Time later today, invite family and friends to hear your readers' theatre version of "Chicken Licken."

On a sheet of paper, have the student print the rhyming animal names from the story. Help as necessary. When the list is complete, guide your student to draw a line under the portions of these words that have the same sound.

Chicken

Licken

Ducky

Lucky

Turkey

Lurkey

Foxy

Loxy

Henny

Penny



Focus your student's attention on the underlined portion of each rhyming pair. Have him or her identify whether the endings of the rhyming words are spelled the same or differently.

Ask your student to read the rhyming pairs once again aloud to you. Emphasize that words do not have to be spelled the same to rhyme.

Story Journal

What stories has your student enjoyed recently? Have the student comment about a favourite story in the Story Journal. Use the Story Journal Sentences chart or the Story Journal Topics chart for suggestions.

If your student prefers to write about a family event or another topic on some days, that is fine.

Remember to label the writing with the student's full name and M8D3 and place it in the Story Journal. Then, place the Story Journal in the Student Folder so it is handy for next time.



Enrichment (optional)

Children love riddles and rhyming words. This activity will give your student the opportunity to combine riddles and rhyming words together in rhyming riddles.

Ask your student the following riddle. Explain that the answer must be two words that rhyme.

What do you call a cat that has eaten too much?



a fat cat

What do you call a beetle that lives in the carpet?



a rug bug

What do you call a father who is angry?



a mad dad

Ask your student to write two or three more rhyming riddles. These riddles can be accompanied by an illustration of the answer. It could be helpful for the student to think of rhyming words first and then to write the accompanying question. Rhyming answers could include whale/tale, hug/bug, car/star, and so on.

After your busy morning, you must
be ready for a hearty lunch.

Silent Reading

Time recommended: 5–10 minutes

Your student may want to choose another version of “Henny Penny.” *Henny Penny* by H. Werner Zimmermann is a good choice.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 8, Day 3.

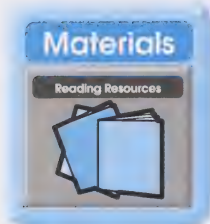
Project Time

Time recommended: 50 minutes

Your student could choose to make **one** of the two mobiles to illustrate the characters of the story that was read earlier today.

Project Choice 1: Character Mobile

- On a piece of heavy paper, draw a picture of each of the characters from the story “Chicken Licken.”
- Colour or decorate each drawing with pieces of construction paper. Remember to decorate both sides of the characters.
- Cut out the characters.
- Punch a hole at the top of each cutout.
- Tie a piece of string onto each of the cutouts and attach it to the hanger.
- Hang your mobile by attaching colourful yarn to the top of the hanger.



Project Choice 2: A String of Characters

- Cut eight big circles out of heavy paper.
- On one side of each circle, print the name of one of the characters from the story “Chicken Licken.” Be sure to include the king as well! There will be one circle left over.
- On the other side of each circle, draw and colour a picture of the character whose name was printed on the opposite side.
- Punch a hole in the top and bottom of each circle, **except for the king**. Punch a hole only in the top of his circle.
- On both sides of the last circle, print the title of the story.
- Place the circles in order of the characters’ appearances in the story. Refer to the story as needed.
- Using coloured yarn or string, tie the circles together, beginning with the title of the book and ending with the king.



Sharing Time

Time recommended: flexible

Your student could read the readers' theatre version of "Chicken Licken" to family and friends. Invite your audience to participate in some way, perhaps by providing sound effects. Once finished, have fun making rhyming pairs with family names.

If your student did the optional Enrichment writing activity, share the riddles. Have the child explain that the answers to the riddles must rhyme so that family members can appreciate today's rhyming riddles. Family members may even create their own.

Let's Look Back

Time recommended: 10 minutes

Use the following script to assist you in completing today's Learning Log found in Thematic Assignment Booklet 8A.

Be sure to add your student's comments about working with rhyming words.

You found out that the names of the animals in the story are rhyming words.

Did this help you read the story?

Were you able to predict what was going to happen in the story?

If there had been a lamb in the story, what could its name have been?

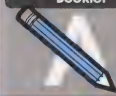
(Sammy Lammy, Pammy Lammy, etc.)

What strategies help you when you read?

What do you find difficult when you read?

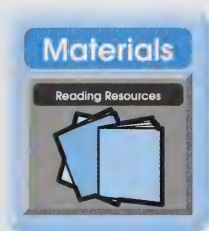
Materials

Thematic Assignment Booklet



Story Time

Time recommended: flexible



Now is the time to enjoy a good story with the student. Perhaps choose one of the many suggestions given in the list of additional resources. You may, for example, wish to read a more traditional version of “Chicken Licken,” such as the Ladybird book *Chicken Licken* or *Henny Penny* by H. Werner Zimmermann.

**Did your family and friends enjoy
your readers’ theatre presentation?**

**Was your audience able to
participate as well?**

**Chicken Licken didn’t forget what
she was going to tell the king.
The chicken in tomorrow’s story
has trouble remembering things.**

Moosey Doosey Remembers

Some people remember things very easily; others don't. The play you will be reading today shows how some people remember—or don't! Does your student have a good memory for recalling details?

Projects today are extensions of the play "Moosey Doosey." Your student can choose one of the three projects to complete today.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- Story Journal
- *Collections Writing Dictionary*

Music and Movement

- five or six common objects (optional)

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 8, Day 4.

Project Time

Project Choice 1: Feltboard Story

- pieces of felt material
- a felt board or a blanket and a piece of plywood or stiff cardboard

Project Choice 2: Radio Play

- “Moosey Doosey Remembers” play
- tape recorder and blank audiocassette

Let's Look Back

- Thematic Assignment Booklet 8A
– Day 4: Learning Log

Story Time

- mutually chosen reading material
- “Jack and the Beanstalk” from *Dive In* (optional)
- *Jack and the Meanstalk* by Brian and Rebecca Wildsmith (optional)

Activities

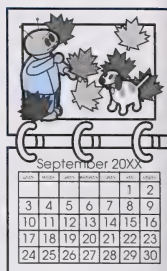
Calendar Time



Calendar Time

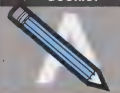
Time recommended: 10 minutes

Proceed with your basic Calendar Time procedure and your individualized calendar activities.



Materials

Thematic Assignment Booklet



Pay special attention to your student's **memory and sequencing skills** during Music and Movement, Reading, and Project Time today. You will be asked to comment on these skills in the Learning Log in Thematic Assignment Booklet 8A.

Language Arts

Time recommended: 35 minutes

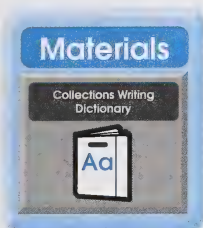
Word Study

Today there are two high-frequency words to test for recognition—**man** and **also**. Without saying them, print the words on coloured index cards. Is your student able to read the words without sounding them out?

If your student does not recognize the words automatically, spend some time analysing them according to their phonetic parts. The following points will help you:

- man** • M-a-n reads well phonetically.
- also** • Notice the small word **so**.
- The word has two beats or syllables (al so). Clap them.
- The letter **l** affects the sound of the letter **a**.

If the student readily recognizes today's words, place the index cards in his or her personal word bank. Periodic review is recommended because mastery of high-frequency words is required.



At times when the student knows the assigned words, help him or her select personal-interest words or words that suit the theme. Add any new words to the *Collections Writing Dictionary*.

Phonics and Printing

Today you will review **r blends**.

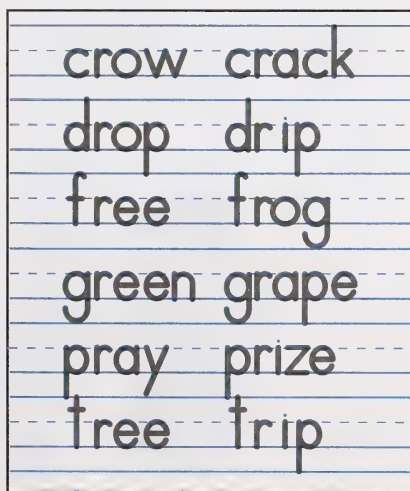
You can use blocks with the consonants **b, c, d, f, g, p, t,** and **r** written on them or use a washable marker to write them on the backs of your student's hands.

Place a block on the table containing one of the first seven consonants and a second block containing the **r** consonant. Then have your student make the sound of the blend and try to think of a word that begins with this blend. Repeat this procedure with the blends **br, cr, dr, fr, gr, pr,** and **tr**.

On a sheet of lined paper, guide your student to print a couple of examples of each blend. Provide assistance with spelling as required.



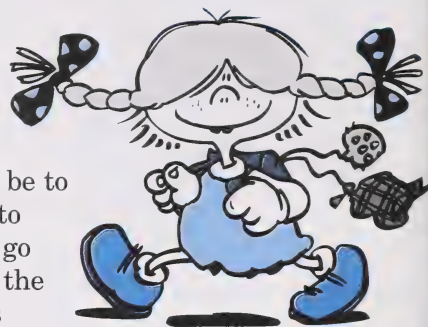
Label the back of the page with the student's full name and M8D4. Place it in the Student Folder.



Music and Movement

Time recommended: 10–15 minutes

Play a few memory games with your student. Think of some instructions containing two or three tasks. Give the entire set of instructions first before your student begins. An example would be to tell him or her to go to a bedroom to get a pair of black socks, and then go to the kitchen to get a plate. Have the student bring both of these objects back to you.

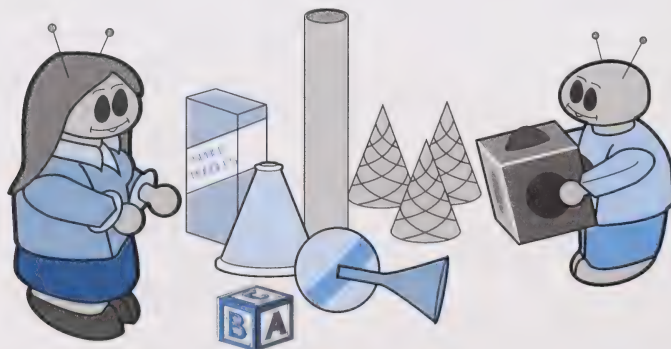


Use practical errands to play the game when you are fixing lunch. For example, have your student get three items needed from the storage room, cupboard, or freezer.

Another form of memory game is to place a set of five or six common objects in front of your student for a short time period (20 seconds or so). Hide these objects and then ask the child to list them. Help your student discover strategies for improving short-term memory by suggesting various methods, such as grouping the objects, picturing the objects in his or her mind, or making up a little song about the objects.

Alternative Activity

Modify these activities to suit the needs of your student by adding or decreasing the number of instructions or objects.



Language Arts

Time recommended: 60 minutes

Reading

Today you and the student will perform a play about a moose named Moosey Doosey who is always forgetting things.

Briefly talk about times when you, the student, and other family members have forgotten things and how you feel when you forget something. Also, discuss things that you could do to help you remember.

Read the title of the play and ask the student to predict what it could be about. The characters in the play all have rhyming names. Review the names of the following characters and discuss the parts of the names that rhyme.

- Moosey Loosey (Mother)
- Moosey Doosey (Son)
- Narrator
- Horsey Lorsey
- Squirrely Whirrely
- Rabbit Babbit



Before reading the play, explain how to tell when it is a character's turn to speak and when it is the narrator's turn. You can do this by pointing to each speaker's name in turn, reminding the reader that one does not say the speaker's name, but rather reads just what is being said.

As you read the play, be sure your student is clear about who is speaking. Reread the play again, this time giving the student the opportunity to choose a role to perform. Encourage other family members to choose roles as well.

After the initial reading of the play, have fun changing roles and performing the play again.

Moosey Doosey

Moosey Loosey: I need you to go to the water to get some water plants.

Moosey Doosey: I'd like to go to the water for water plants.

Moosey Loosey: Fill this bucket to the top with the water plants. Don't forget that I want you to get water plants.

Moosey Doosey: I won't forget to get the water plants. Bye, Mom.

Moosey Loosey: Bye, Moosey Doosey. Don't forget the water plants.

Moosey Doosey: I won't! I won't!



Narrator: Moosey Doosey started through the bush, and because he did not want to forget, he said to himself over and over:

Moosey Doosey: Remember water plants.
Remember water plants.

Narrator: Then, Moosey Doosey heard some rustling noises in the bush, and suddenly a horse trotted out from behind a tree.

Horsey Lorsey: Where are you going this fine day?

Moosey Doosey: I am going to the water to get some water plants.

Horsey Lorsey: Not I. I am going to the garden to munch on some big juicy apples.



Narrator: Horsey Lorsey galloped off towards the garden. Moosey Doosey went on his way, and because he did not want to forget, he said to himself:

Moosey Doosey: Get big juicy apples. Get big juicy apples.

Narrator: Suddenly, a squirrel scrambled down a tree trunk just in front of Moosey Doosey.

Squirrely Whirrely: Where are you going this fine day?

Moosey Doosey: I am going to get some big juicy apples.

Squirrely Whirrely: Not I. I am going to get some nutty nuts.

Moosey Doosey: Oh!



Narrator: And on went Moosey Doosey, through the bush and on to the pasture, saying:

Moosey Doosey: Get nutty nuts. Get nutty nuts.

Narrator: Out of some tall grass hopped a rabbit.

Rabbit Babbit: Where are you going this fine day?

Moosey Doosey: I am going to get some nutty nuts.

Rabbit Babbit: Not I. I am
going to get some water plants
near the water.

Moosey Doosey: Oh!

Narrator: So Moosey Doosey
followed the rabbit to the
water, and he found a
beautiful bunch of water
plants. He ate and ate, and
then he filled his bucket full.

On his way home, Moosey Doosey said over
and over:



Moosey Doosey: It is easy to remember water
plants. It is easy to remember water plants.

Narrator: When Moosey Doosey got home, his
mother could not stop saying:

Moosey Loosey: I'm so proud of you for
remembering. I'm so proud of you for
remembering.

Narrator: And Moosey Doosey kept saying to
himself:

Moosey Loosey: It is easy to remember.

Day 4 • Moosey Doosey Remembers

When the reading has been completed, generate discussion with the following questions:



Did you like this play? Why? Why not?

Do you think it was necessary to have a part for a narrator? Why?

Did Moosey Doosey really remember?

Did you predict Moosey Doosey would bring home the water plants?

Do you have any questions you would like to ask about the play?



After discussing the play, read it over together, sharing the different parts. Encourage your student to imitate some of the characteristics of the different animals. When reading Horsey Lorsey's line, for example, a few whinnying noises could be made. Have some fun with it!

During Project Time this afternoon, your student will be preparing a production of "Moosey Doosey Remembers" for Sharing Time.

Take out a sheet of unlined loose-leaf paper and print the phrase **Meet the Characters** at the top of the page. Talk to your student about the story characters by discussing who Moosey Doosey met and where the meeting occurred. Use questions such as the following:

Who did Moosey Doosey meet first?

Where did he meet that character?

Who did Moosey Doosey meet next?

As your student tells you about each character, in the order of appearance in the play, jot down the information on the Meet the Character chart, as shown below.

Meet the Character	
Who?	Where?
Horsey Lorsey	in the bush

Moosey Doosey's Route

Have your student draw a map of Moosey Doosey's route. Illustrate and identify each character in order of appearance along the route. Have your student refer to the play or the Meet the Characters chart for help spelling the characters' names, ordering the appearance of each character along the route, and mapping the route travelled.



Label the back of this assignment with the student's full name and M8D4 before placing it in the Student Folder.

Story Journal

The format for journal writing in this module gives your student the opportunity to think about different types of reading material and to explain how books can give us different feelings.

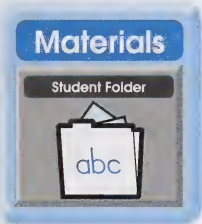
Stories can make children feel happy, sad, or mad. Has your student experienced different emotions while listening to or reading stories?

Commenting on an emotional response to a story would make a suitable journal entry.

Remember to have the student write his or her full name and M8D4 at the top of the next blank page in the Story Journal.



Have you read a book that makes you smile?



Once completed, place the Story Journal in the Student Folder.

Enrichment (optional)

Make a **memory list**. Begin by discussing different things Moosey Doosey could have done to remember what he was supposed to get. For example, he could have tied a string around his toe, drawn a picture, or written what he was supposed to get on a piece of paper.

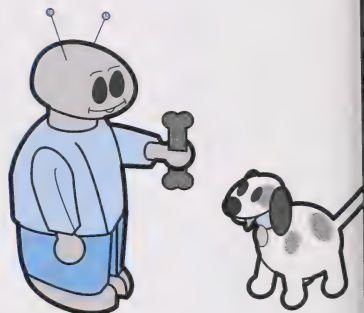
Talk about shopping lists and other kinds of lists people in your family use. Ask your student to make a list of jobs that need to be done today. Explain that a list is for personal memory, so complete sentences are not necessary. Encourage your student to print in point form, listing the ideas without writing complete sentences.

Day 4 • Moosey Doosey Remembers

On a chalkboard or a piece of unlined paper, write **Things I Have to Do Today**. Have your student copy this title onto a piece of paper. Talk about activities and chores that could be written on the list.

Things I Have to Do Today

- make my bed
- wash my face
- brush my teeth
- feed the dog
- set the table
- put away my toys
- have a bath



Encourage writing personal ideas in list form. Illustrate the list by making symbols or small pictures to represent each of the activities.

Making your own list of things to do today would add to the effectiveness of this activity. Then, you could both refer to it and check off each item during the day as it is accomplished.

**Moosey Doosey certainly enjoyed
eating the water plants!
You should take time now for a
lunch break, too!**

Silent Reading

Time recommended: 5–10 minutes



Moosey Doosey can pick water plants.

You can pick out your books for Silent Reading.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 8, Day 4.

Project Time

Time recommended: 50 minutes

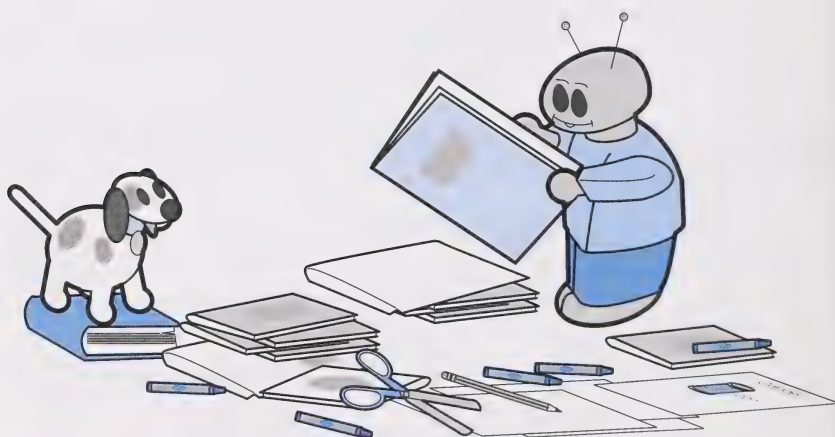
Read the project choices and together decide which project to choose today. Either project will produce a story that is suitable for Sharing Time.

Project Choice 1: Felt-board Story

Your student is going to make a felt-board story of the play “Moosey Doosey Remembers.” Ask the student to name all the characters from the play. Explain that each character will be made from the felt material. Use brown felt for Moosey Loosey, Moosey Doosey, and Rabbit Babbit; black felt for Horsey Lorsey; and lighter brown felt for Squirrely Whirrely.

Have your student draw an outline of a character on each piece of material. Then cut out the shapes. Next, use scraps of other colours to make eyes, antlers, and various other features. These details can be glued or stitched onto the basic shape.

When the characters are made, your student is ready to retell the play on a felt board. Show the student how to move the characters around the board as the story progresses.

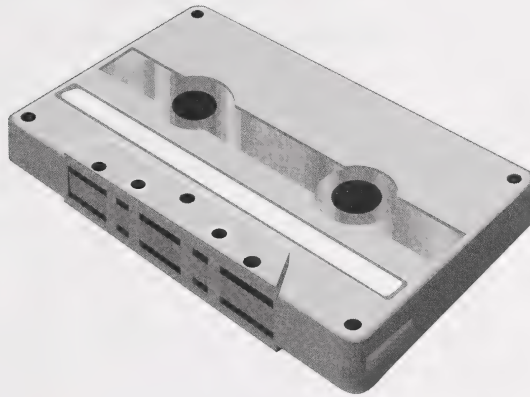


Project Choice 2: Radio Play

This project provides your student with an opportunity to put on a one-person play! The student will read all the parts and record the play with sound effects, just like on the radio!

You will need a tape recorder and a blank audiocassette for this activity. Ask your student to rehearse the play “Moosey Doosey Remembers.” Coach the student to change his or her voice for each of the characters. Add the noises that each of the animals would make for sound effects.

When your student is ready, tape the story. Remind the student to state his or her full name and the name of the play, as well as the module and day number, before beginning the actual story.

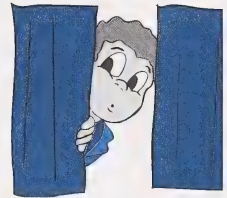


Sharing Time

Time recommended: flexible

Family members will enjoy a performance of the play “Moosey Doosey Remembers.” Your student could choose to perform the felt-board story from Project Choice 1 or to play the recording from Project Choice 2.

Your student might also enjoy performing the play, perhaps with family members reading some of the parts. Regardless of the format presented, family members will enjoy a little drama.



Let's Look Back

Time recommended: 10 minutes

Ask your student to orally sequence the events of the day, beginning with the first learning activity of the morning. Take note of how well your student remembers the sequence of these events.

Day 4 • Moosey Doosey Remembers

Use questions like the following to get the child started on recalling today's sequence of events:

What was your first learning activity this morning?

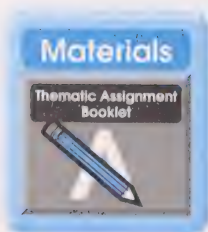
What did we do next?

Did we begin the day with the usual routine?

What do you think of your ability to remember events?

Is this easy or hard for you?

Does it help you to make lists, to make pictures in your mind, or to repeat a list aloud?



Complete the Day 4: Learning Log found in Thematic Assignment Booklet 8A. Include any thoughts you may have and record your student's thoughts about what "strategies" are used to help with remembering.

Story Time

Time recommended: flexible

A story is the perfect way to end the day. Perhaps the story of “Jack and the Beanstalk” might be a good choice.

Materials

Reading Resources



Your student might enjoy a traditional version of “Jack and the Beanstalk” or the play in *Dive In*, which you read in Module 7, Day 2.

For a different version, look into *Jack and the Meanstalk* by Brian and Rebecca Wildsmith. This story isn’t about remembering, forgetting, or even trading. Rather, it’s a story about problems that arise when impatient Professor Jack experiments with seeds and discovers how to make them grow faster.

What other “Jack stories” or verses can you think of? If you can’t recall any, use the clues on the following page.



Have some fun remembering how to finish these lines. (Guide the student by saying or reading the rhymes that you know.)

Jack be nimble . . .

Jack and Jill . . .

Jack Spratt could eat no . . .

The House That Jack . . .

Enough of moose!

**Tomorrow you will visit a goose—
Mother Goose, that is!**



Rhymes Are Fine

Today and on Day 6 your student will enter into the world of nursery rhymes. Before reading, prepare word cards for “Hey Diddle, Diddle” and “Hickory, Dickory, Dock,” which are included in the day’s text. The student will be manipulating these cards on the pocket chart.

Rhythm and rhyme foster growth in speaking, reading, and writing. Since children pick up rhythm and rhyme easily, verses are often memorized without effort.

During Music and Movement, take time for the old game of hopscotch. Then, in Project Time this afternoon, your student will choose another nursery rhyme and its related activity.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- *Level A: Modern Curriculum Press Phonics*, page 295 and 296
- word strips for two nursery rhymes
- pocket chart
- Thematic Assignment Booklet 8A – Day 5: Hey Diddle, Diddle
- Story Journal

Music and Movement

- chalk for marking hopscotch grid

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 8, Day 5.

Project Time

Project Choice 1: Little Boy Blue

- comb kazoo from Module 1, Day 15 or a comb and waxed paper or tissue paper
- paper-tube flute from Module 1, Day 15 or a 27-cm paper tube
- variety of bottles and jugs
- about 3 m of old plastic vacuum cleaner hose (optional)

Project Choice 2: "There Was an Old Woman"

- art paper and tempera paints

Let's Look Back

- Thematic Assignment Booklet 8A – Day 5: Learning Log

Story Time

- mutually chosen reading material
- collection of nursery rhymes (optional)

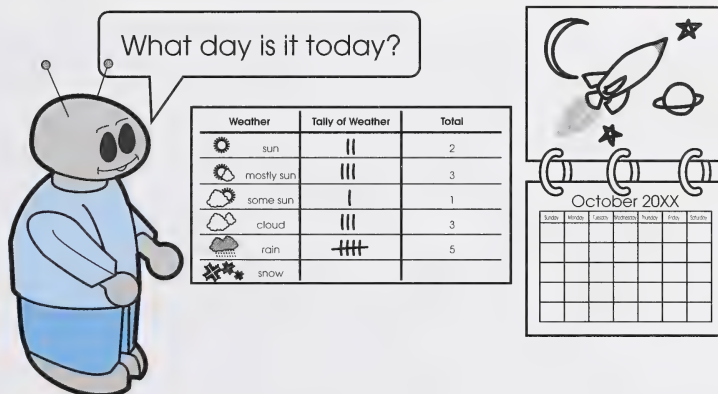
Calendar Time



Calendar Time

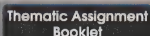
Time recommended: 10 minutes

After your student completes the basic Calendar Time procedure, go ahead with other individually planned activities. Refer to the Calendar Time Teaching Notes, found in the Calendar Package, for activities suitable for your student's development and your family plans.



Focus for Today

Materials



Today you will observe your student's **growth and development in fine motor skills**. You will be able to focus best on this aspect of work during the follow-up activity in Reading and also during Project Time. Preview Day 5: Learning Log in Thematic Assignment Booklet 8A.

Language Arts

Time recommended: 35 minutes

Spelling

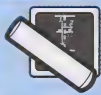
As a result of the pre-test on Day 3, you and your student will know which words need to be practised. Take time now to review the spelling words.

Point out the following:

- The **th** combination in the word **they** tells you to stick your tongue between your teeth.
- The words **as**, **had**, and **have** contain the “short a” sound. Review the Key Words and Actions Guide for further information about the “short a” sound.
- The letter **s** at the end of the word **his** says the “z-z-z” sound.

Activities

Teaching Tip



Your student may be noticing that there are two sounds of the **th** letter combination—the “voiced sound” in **they** and the “voiceless sound” in **think**. Although this distinction will be made clearer in later grades, you may present the following information about this letter combination:

- To produce either sound of **th**, stick your tongue between your teeth and push air out.
- Place a hand on your throat and say some **th** words, such as **this**, **them**, **thank**, **with**, **other**. If the **th** sound is voiceless, you will feel no vibration of the voice box. If it is a voiced sound, you will feel vibration in the throat area.
- The word **one** must be learned by visual memory because it breaks the rules phonetically. You could refer to **one** as a jail word because it doesn’t obey the rules. Put the word **one** behind bars. (Draw a box around it.)

one

If your student was able to correctly spell all six spelling words given in the pre-test, go on to practise the personally chosen words from Day 3.

Phonics and Printing

Today your student will be making contractions with the words **am** and **are**. Use the same process for teaching contractions as you did during Phonics on Day 2 and Day 3 of this module.

Your student will make contractions by shortening each pair of words into one word. Print the words on separate strips of paper. Cover the omitted letters when writing these words as a contraction. Read the new word.

In the same way, practise the contractions for

- you are
- we are
- they are

Materials

Phonics Book



Ask your student to turn to page 295 in *Level A: Modern Curriculum Press Phonics*. Your student is to print the contraction for the underlined words on the line. You will want to remind your student that capital letters need to be used at the beginning of sentences.

Turn to page 296 and demonstrate how each of the contractions in the box is formed. Read the directions and have your student proceed with the page. Mark pages 295 and 296 and then provide guidance in making the necessary corrections. Re-mark the pages in a different colour of pen.

Materials

Student Folder



Label one side of the page with the student's full name and M8D5 before placing it in the Student Folder.



Music and Movement

Time recommended: 10–15 minutes

Today you will teach the student one version of the traditional game of hopscotch. The sample grid to the right is just one example of the many types of hopscotch grids found around the world.

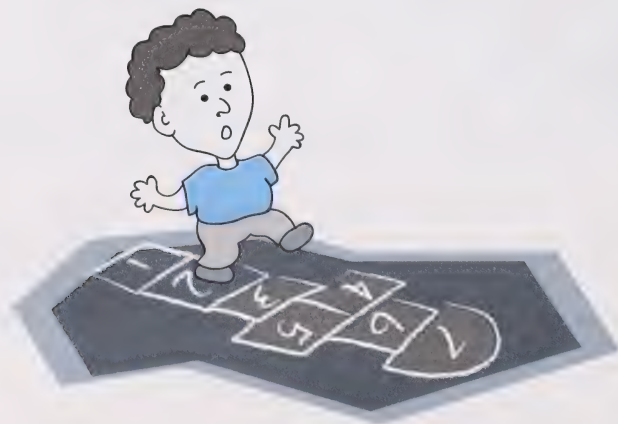
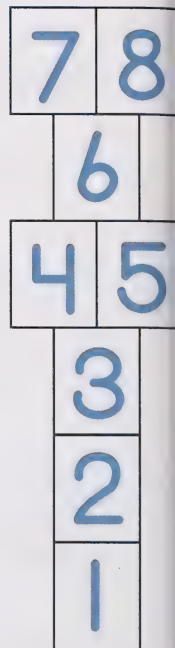
The grid can be drawn with chalk on the sidewalk or pavement, or it can be scratched into the ground with a stick. Some playgrounds and schoolyards have hopscotch grids painted onto play areas.

The players take turns throwing a flat stone onto the grid. This marker indicates which square must be avoided while hopping on one foot. The rest of the squares are hopped on in numerical order. Players cannot step on the lines or place both feet on the ground except for where the squares are side by side.

If a player hops on the marked square or puts both feet down, his or her turn is lost and the next player begins.

Play continues from where the last player left off.

Note: If your student is not physically able to do this activity, omit it and do an activity that your student can do.



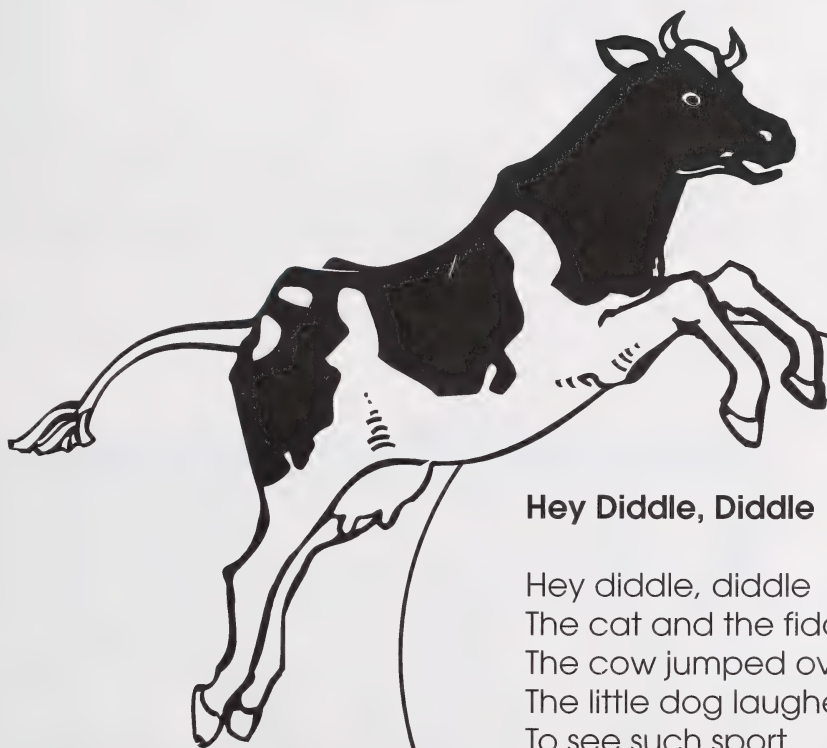
Language Arts

Time recommended: 60 minutes

Reading

Have your student crawl through the door into the world of imagination before beginning the day's Reading activities.

If you haven't already copied the following two nursery rhymes on word cards, do so now.

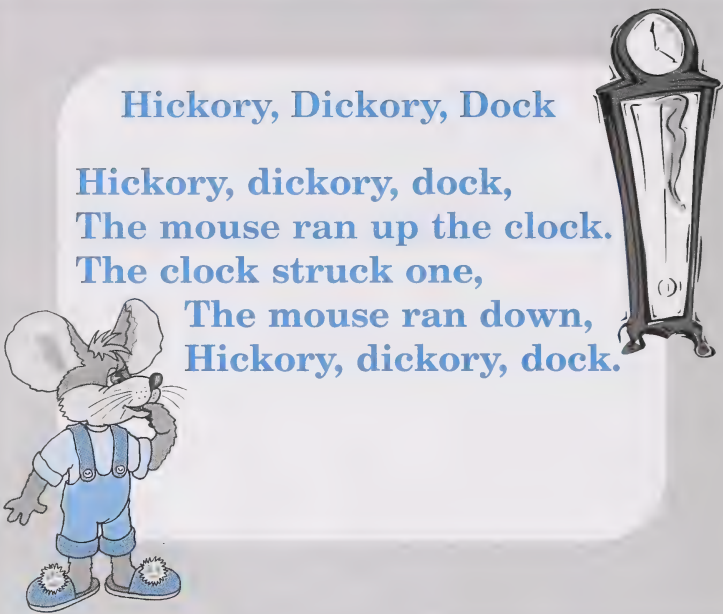


Hey Diddle, Diddle

Hey diddle, diddle
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran away
with the spoon!

Hickory, Dickory, Dock

Hickory, dickory, dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory, dickory, dock.



Begin the Reading activity by placing the word cards for “Hey Diddle, Diddle” in the pocket chart. Instruct your student to place the title at the top.

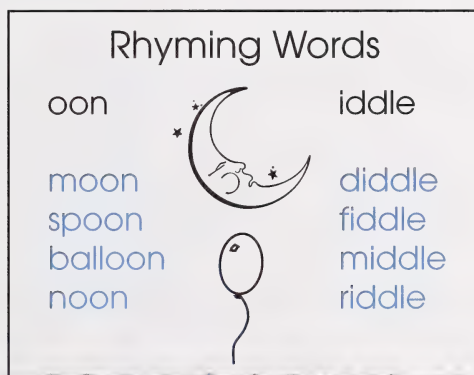
Hey	Diddle	,	Diddle	
Hey	diddle	,	diddle	,
The	cat	and	the	fiddle

Track the words as you read the rhyme aloud together. On the second reading, encourage the student to do the tracking. Then, with either you or the student tracking, have fun by reading it again faster and faster. Then, read the nursery rhyme very slowly. Invite your student to read the rhyme independently.

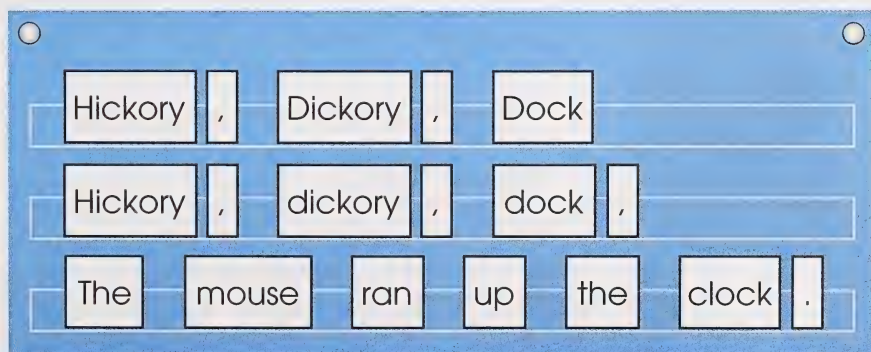
Now, take the cards out of the pocket chart. Mix them up and spread them out on the floor or on a table in front of the chart.

Say the rhyme slowly and guide your student to arrange the words in order on the pocket chart. When the poem is back in place, have the student read it once more to be sure it is correct. Have your student use a pointer or a metre-stick to point to each word.

Ask your student to identify which end-of-line words rhyme. Remind the student that the rhyming words for **moon** and **spoon** will end with an “oon” sound. Record these words on a chart like the one started below. The student will discover that there are only a few words that rhyme with **diddle** and **fiddle**.



Now, remove the “Hey Diddle, Diddle” word cards from the pocket chart and put in the word cards for “Hickory, Dickory, Dock.”

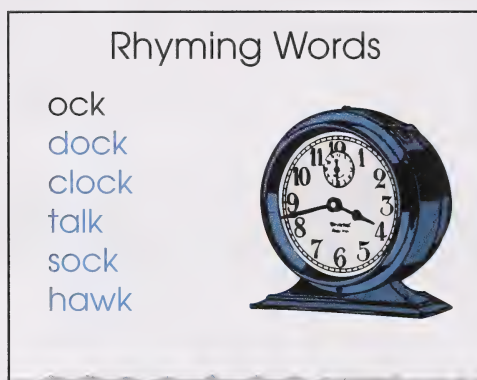


Read this nursery rhyme aloud as you did the other one. Try reading it in different ways.

Day 5 • Rhymes Are Fine

Cover your eyes and invite your student to switch the words around. Put the words back in order. Then, ask your student to turn around while you switch the order of the words. Help as needed. Read the rhyme together. Reading the rhyme backwards can also be fun and gives practice in word recognition. This activity would be a great time to learn the meaning of the word **nonsense** and how the word applies to rhyme.

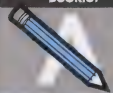
Go over the rhyming words. Point out **dock** and **clock**. Think of other words that rhyme with **dock**. Make a new Rhyming Words chart, listing words that end with the “ock” sound.



Activity: “Hey Diddle, Diddle” Finger Puppet

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 8A, Day 5: “Hey Diddle, Diddle.” Remove the page from the Assignment Booklet and invite your student to colour around the characters with crayons.

As needed, help your student cut out the figures. Then glue or tape the two ends of each label together to form a ring for the student’s finger.

To prepare for the puppet activity, have the student place the puppets on the following specific fingers. Start by putting the puppets on the fingers of the student’s dominant hand. For example, if your student is right-handed, start with the right hand.

Place the puppets on the fingers of the dominant hand in this order:

- index finger–cat
- middle finger–fiddle
- ring finger–moon
- little finger–dog

Now place the puppets on the other hand in this order:

- index finger–cow
- middle finger–Leave it bare.
- ring finger–dish
- little finger–spoon



Give your student a few moments to explore the use of the puppets. Put the word strips for “Hey Diddle, Diddle” in the pocket chart for reference.

Slowly go over the finger actions with your student for each of the phrases in the nursery rhyme. Put your fingers in front of you and have your student follow as you demonstrate.

Hey diddle, diddle!

The cat and the fiddle,

(Wiggle the cat finger and the fiddle finger.)

The cow jumped over the moon;

(Point the moon finger out and bring the cow finger up and over it.)

The little dog laughed

(Wiggle the little dog finger in laughter.)

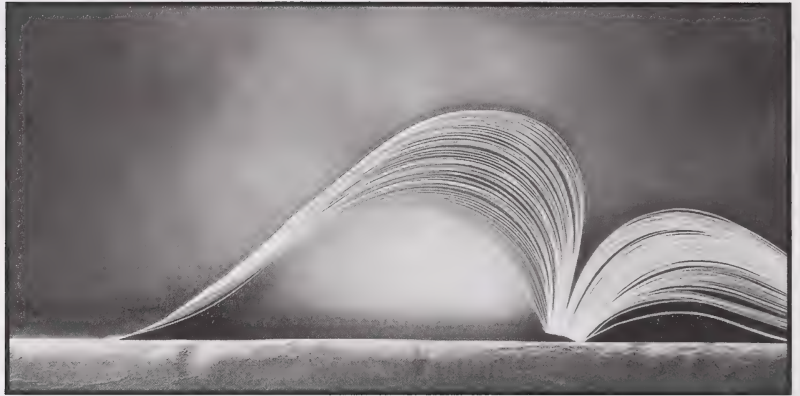
To see such sport,

And the dish ran away with the spoon! (Make the dish and spoon fingers hop and run up one side of the body.)

Practise the actions several times with your student until the finger play can be done independently. Set the puppets aside and discuss your student’s wishes about presenting the finger play during Sharing Time.

Story Journal

Is there a special book your student wants you to read again and again? A Story Journal is a way to record your student's favourite forms of literature, and it would make an excellent keepsake for the future.



Use the Story Journal Sentences chart and the Story Journal Topics chart to help your student respond to a favourite book. Use a script similar to the following for your discussion:



You have been writing Story Journal entries about your favourite stories.

Let's think about stories you have read during this module.

What stories did we read yesterday that you could tell about?

Not all stories are favourites, but we can still explain what we like or don't like about them.

Which book, story, or poem would you like to write and draw about today?



Label the top of the page with the student's full name and M8D5, and place it in the Story Journal. Then, put the Story Journal in the Student Folder.

Enrichment (optional)

Place the word strips for “Hickory, Dickory, Dock” back into the pocket chart. Read the rhyme aloud with your student, tracking the words with your hand.

On a blank word strip, print the word **two**. Place it over the word **one** in the pocket chart. Help the student think about what other things the mouse could do in the rhyme by asking the following question:

What do you think the mouse would do when the clock struck two?

Guide your student to think of a word that rhymes with **two**, such as **shoe**. Then make up a sentence ending with the rhyming word. An example follows.

The mouse lost her **shoe**.

or

The mouse was **through**.

When your student has decided on a new line, print it on word strips and place the word strips in the pocket chart over the original line. Then read the new rhyme aloud together. An example follows.

The clock struck two,
The mouse lost her shoe.

Create new lines for a few more hours on the clock.

Now, invite your student to copy a favourite new line on a piece of paper. When the printing is complete, have your student look back over the work and see if there are any misspelled words.

Invite the student to illustrate the lines. Label the page with your student's full name and M8D5. Place this writing into the Student Folder.



I have a hunch
that it's time for
lunch!



During lunch, have
some fun thinking of
words that rhyme with
the names of things you
are eating, such as bread, red, Fred,
and head.

Silent Reading

Time recommended: 5–10 minutes

If you have a book of nursery rhymes, your student may enjoy reading these silently at this time.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 8, Day 5.

Project Time

Time recommended: 50 minutes

Materials

Thematic Assignment
Booklet



Each of the following project choices introduces another nursery rhyme and provides creative follow-up activities. Since follow-up activities require fine motor skills, this is a good time to observe some of the points on today's Learning Log, found in Thematic Assignment Booklet 8A.

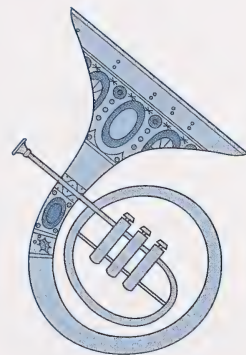
Project Choice 1: Little Boy Blue

In this project, your student will learn another nursery rhyme and then create a variety of musical wind instruments from household items.

Read the following nursery rhyme aloud with your student.

Little Boy Blue

Little Boy Blue,
Come blow your horn,
The sheep's in the
meadow,
The cow's in the corn.
Where is the boy
Who looks after the sheep?
He's under the haystack
Fast asleep.
Will you wake him?
No, not I,
For if I do,
He's sure to cry.



Day 5 • Rhymes Are Fine

After reading the rhyme, use the following script as a discussion guide:

What was the little boy supposed to be doing? (looking after the sheep and the cow)



Why wasn't he doing his job? (He was sleeping.)

Is it the time of day for sleeping?

(No, people usually sleep at night.)

What could happen to the sheep if he sleeps?

(They could wander off and get lost.)

What could happen with the cow?

(It could get into the cornfield and trample the corn.)

Why do you think Little Boy Blue should blow his horn? (to frighten the cow away from the corn and to frighten the sheep away from the meadow)

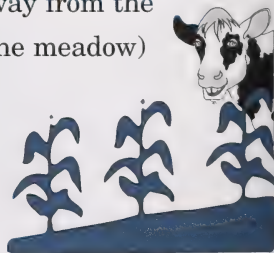
How would you describe a horn?

(a brass musical instrument)

Do we still have the comb
kazoo

and the paper-roll flute that you made in
Module 1?

Can you find them?



If you do not have these two instruments from Module 1, they can easily be made. Instructions are provided on the next page.

Comb Kazoo

You will need a comb and a piece of waxed paper or plain paper. Make your comb kazoo as follows:

- Fold the paper in half over the teeth of the comb.
- Put your lips to the covered side of the comb and hum a tune while moving the comb from side to side.

Recycled Flute

You will need a cardboard tube from a paper-towel roll or toilet-paper roll, a small piece of waxed paper, a rubber band, and a pencil. Make your recycled flute as follows:

- Use a pen or pencil to punch three or four holes on one side of a cardboard tube. Leave about 2.5 cm between the holes.
- Cover one end of the roll with a piece of waxed paper. Use an elastic band to hold the paper in place.
- Hum into the open end of the roll. Cover one or more of the holes with your fingers as you hum.

Jug Band

Arrange bottles and jugs on a table so that the student can easily and quickly blow over their openings to create sounds.

Woozer (optional)

You will need a piece of old vacuum-cleaner hose or flexible plastic hose with an opening diameter of 4 cm to 6 cm and at least 1 m long. **Your student will need supervision during this activity. Be sure no one is near the student when twirling the hose.** Have your student experiment with the woozer as follows:

- Find a large area, even outdoors, where you have lots of open space.
- Hold one end of the hose in one hand. Place your other hand about halfway along the hose.

- Twirl the hose above your head until it creates a sound. Vary the speed to change the sound. Be sure no one is nearby.

Use your imagination to create other interesting instruments from household items. Try them out and invite other family members to join in. Today's Sharing Time could be a band extravaganza.

Comment about this project choice in today's Learning Log.



Project Choice 2: "There Was an Old Woman"

In this project your student will learn a rhyme about a woman who lived with her children in a shoe. Your student will then make a painting showing a personal interpretation of the nursery rhyme. Begin by reading the rhyme with your student.

There Was an Old Woman

There was an old woman
who lived in a shoe;
She had so many children she didn't
know what to do.
She gave them some broth,
without any bread,
Then kissed them all soundly,
and sent them to bed.



Briefly discuss the nursery rhyme by asking the following questions:

Where do you think the old woman put all her children? (She put them in the shoe.)

How could they all fit in the shoe?
(They were very small.)

Why do you think she gave them broth, but no bread? (She was too poor.)

Why do you think she kissed them?
(She loved them.)

Do you have any questions about this nursery rhyme?

Read the nursery rhyme aloud again. Then invite your student to make a painting of the nursery rhyme.

Label the back of the painting with the student's full name and M8D5. Display the painting before placing it in the Student Folder.



Sharing Time

Time recommended: flexible

Your student can share the finger-puppet play of “Hey Diddle, Diddle” with family members. The result of either project is also suitable for sharing.

Let's Look Back

Time recommended: 10 minutes

With your student, review the day, the student's background in nursery rhymes, and his or her feelings about working with his or her hands. Begin the discussion with questions like the ones that follow:

What is your favourite nursery rhyme?

Why do you like that one best?

Do you know any nursery rhymes by memory?

Let's hear some of the nursery rhyme lines you remember.

What are your thoughts on the finger-play activity?

Which did you prefer—making the finger puppets or doing the finger play?

What kinds of work do you like to do with your hands?

Materials

Thematic Assignment Booklet

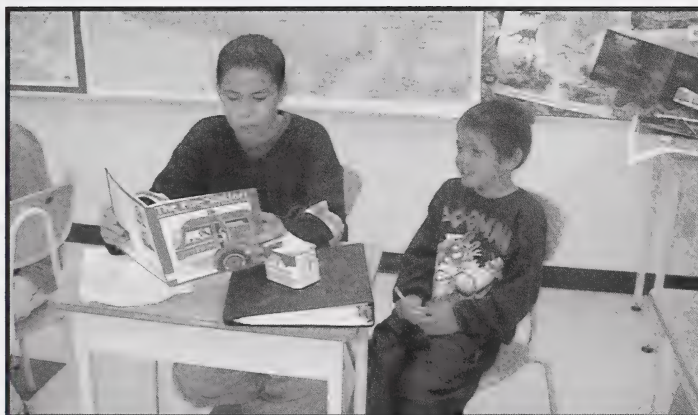


Turn to Thematic Assignment Booklet 8A, Day 5: Learning Log and complete the checklist for fine motor skills. Include your student's comments on working with the hands.

Story Time

Time recommended: flexible

This is the time when your student can relax and listen to a story or enjoy other nursery rhymes.



**Your student may already know
many nursery rhymes.**

**Tomorrow's nursery rhymes contain
surprise endings.**

**You will have to wait until then to
find out what they are!**

Rhymes, Rhymes, and More Rhymes

Today you and the child will continue to look at nursery rhymes. Some of the rhymes are modern and some of the rhymes are traditional—except for a special twist for an ending.

Skipping songs are the focus of Music and Movement. Songs like the examples in this module have been a popular tradition around the world for many years.



During Project Time your student can choose to make a tiny home for a tiny Miss Dimble or to make Humpty Dumpty and his family.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- Thematic Assignment Booklet 8A
 - Day 6: Contraction Review
 - Day 6: Part A: Little Tom Tinker
 - Day 6: Part B: Little Tom Tinker
- pocket chart
- Story Journal (optional)
- Story Journal Sentences and Story Journal Topics charts (optional)
- rhyming words chart begun on Day 5
- *Collections Writing Dictionary*

Music and Movement

- short and long skipping ropes

Silent Reading

- books, magazines, and other favourite reading material

Math Time

- See Mathematics Module 8, Day 6.

Project Time

Project Choice 1: A Home for Miss Dimble

- shoe box
- construction paper and fabric scraps

Project Choice 2: The Dumpty Family

- eggs
- bowl
- darning needle
- paint
- materials for decorating, such as ribbon, felt, fabric scraps, cotton balls, glitter, buttons, toothpicks
- tweezers

Let's Look Back

- Thematic Assignment Booklet 8A
 - Day 6: Learning Log

Story Time

- mutually chosen reading material
- collection of nursery rhymes



Calendar Time

Time recommended: 10 minutes

Proceed with your usual Calendar Time procedure. Refer to your Calendar Package for other suggested activities, such as naming the seasons of the year and describing examples of plant and animal changes that occur on a seasonal basis. For example, you could discuss changes in form and appearance, changes in location, and changes in activity.

Focus for Today



Skipping is an activity that allows your student to combine traditional rhymes and songs with physical activity. The focus for today's Learning Log is on the student's **ability to jump rope**. Preview Day 6: Learning Log in Thematic Assignment Booklet 8A.

Language Arts

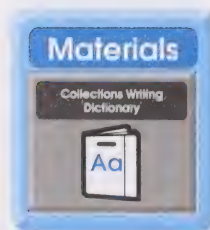
Time recommended: 35 minutes

Word Study

Today you will continue to check your student's recognition of high-frequency words. Print the words **around** and **again** on coloured index cards.

around

again



If your student quickly recognizes the words, place them in the personal word bank. Encourage the selection of a word or two from recent reading material. Print the words on white index cards and help the student study them. Place these words in the New Word Box. Also add any new words to the *Collections Writing Dictionary*.

Print the words on the chalkboard or on a piece of paper, separating each one into syllables.

a **round**

Review the vowel combination **ou** as the “pinch sound” in the word **around**. Then, review the following generalization in reference to the word **again**.

a **gain**

When two vowels go walking,
The first one usually does the talking
And it says its name.
The second one says nothing at all.

After studying the words, place them in the New Word Box.

Phonics

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 8A, and follow the directions to complete Day 6: Contraction Review. Here your student will review contractions made from the words **will**, **is**, **am**, and **are**.

Printing

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 8A, and follow the directions to complete Day 6: Part A: Little Tom Tinker and Part B: Little Tom Tinker.

Music and Movement

Time recommended: 10–15 minutes



Skipping songs have been a popular tradition around the world for many years. Jumping rope is an excellent way for children to improve their co-ordination and their level of fitness. If your student is able to but has not yet mastered skipping, take a few minutes each day for instruction and practice. A child's self-confidence increases with the mastery of each new skill.

Depending on the number of people available, your student can use a shorter rope meant for a single jumper or a longer rope meant for several jumpers.

If you remember any skipping rhymes from your childhood, teach your student one or two. A few traditional skipping rhymes are provided for you.

Bluebells, cockle-shells,
Eevy, ivy, over.
My mother sent me to the store,
And this is what she sent me for:
Salt, vinegar, mustard, pepper,
Salt, vinegar, mustard, pepper . . .

Peel a banana upside down.
Peel an orange round and round.
If you can jump to twenty-four,
You can have your turn once more.
1, 2, 3, 4, 5, . . .

**Polly, put the kettle on
And have a cup of tea.
In comes Janie,
And out goes me.**

**Andy Pandy,
Sugar and candy,
I pop in.**

**Andy Pandy,
Sugar and candy,
I pop up.**

**Andy Pandy,
Sugar and candy,
I pop down.**

**Andy Pandy,
Sugar and candy,
I pop out.**

If your student is a beginning skipper, break the procedure down into steps as follows:

1. Hold the ends of the rope with the middle of the rope behind you.
2. Turn the rope with your hands, bringing it over your head.
3. When the rope falls to the floor in front of you, walk over it.
4. Turn the rope so it goes over your head again.
5. Walk over it again.
6. Continue Steps 1 to 5, increasing the speed gradually.

If your student is physically unable to skip rope, select another more suitable activity.

Language Arts

Time recommended: 60 minutes

Reading

Have blank word strips on hand for use in the pocket chart. On the word strips, print each of the following words and a period.

He	put	in	his	thumb	and	pulled	out	a	plum	.
----	-----	----	-----	-------	-----	--------	-----	---	------	---

Place the word strips in the pocket chart. Tell the student that today more nursery rhymes will be read. Begin by reading “Little Jack Horner.”

Little Jack Horner

**Little Jack Horner
Sat in a corner
Eating his Christmas pie.**

**He put in his thumb,
And pulled out a plum,
And cried, “What a good boy am I!”**

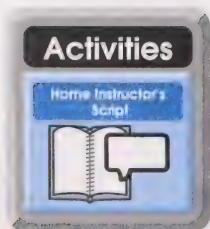


Reread the rhyme three or four times, depending on the student’s level of interest. During the first rereading, encourage the student to join in the reading. On subsequent readings, make your voice become softer as the student becomes more confident. Then begin your discussion by using the following script:

What did you think of this rhyme?

Do you think the rhyme is funny?


Point to and say the words that rhyme.
(Horner/corner, pie/I, thumb/plum)



Do you have any questions about this rhyme?

Can you think of a different ending for this rhyme?

After your student has read and discussed the rhyme, take out the pocket chart and word strips you prepared earlier. Ask your student to think of different rhyming words to replace such rhyming pairs as **thumb** and **plum**. As your student suggests words, write them on blank index cards and place them in the pocket chart. Some possible examples follow:

He put in his	thumb	and pulled out a	plum	.
	feet		beet	
	toe		crow	
	spoon		prune	
	fork		cork	

Read the following modern rhyme “Little Miss Dimble” aloud.

Little Miss Dimble

Little Miss Dimble
Lived in a thimble,
Slept in a measuring spoon.
She met a mosquito,
And called him “My sweet-o,”
And married him under the moon.

Point out the words that rhyme: **Dimble** and **thimble**, **mosquito** and **sweet-o**, and **spoon** and **moon**. Does your student remember the rhyme from yesterday that contained the rhyming words **spoon** and **moon**? Discuss the rhyme “Little Miss Dimble” with your student.

If Miss Dimble married a mosquito, how tall do you think she is?

Do you think Miss Dimble is real? Why or why not?

Help your student add more rhyming words to the Rhyming Words Chart he or she began in Day 5.

Tail Twists

Read the following nursery rhyme aloud.

Jack and Jill

**Jack and Jill
Went up the hill
To fetch a pail of water.**

**Jack fell down
And broke his crown,
And Jill came tumbling after.**

Traditional

Brainstorm and list other funny endings for this rhyme.

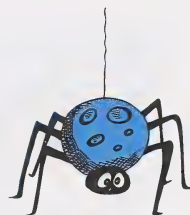
Read the verse again with the original ending. Then have fun reading it with other endings like the one that follows.

**And said, “Next time, we’ll call the
plumber!”**

What other endings can you create for “Little Miss Muffet?”

Little Miss Muffet

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey.
When along came a spider
Who sat down beside her,
And frightened Miss Muffet away.



Traditional

How about this ending?

And said, “Why don’t you come and
play?”

What endings can you create for “Baa Baa Black Sheep?”

Baa Baa Black Sheep

Baa baa black sheep
Have you any wool?
Yes, sir, yes, sir,
Three bags full.
One for my Master,
One for my Dame,
And one for the little boy
Who lives down the lane.



Traditional

You could twist the ending like this.

And one for you
If you can guess my name.

Day 6 • Rhymes, Rhymes, and More Rhymes

You can play this game with any other nursery rhymes you know.

Writer's Workshop

Have your student choose one of the nursery rhymes he or she studied today and write it with a different ending. Once finished, have the student illustrate his or her rhyme.



Label the back of the page with the student's full name and M8D6. Place this page in the Student Folder.

Story Journal (optional)

Refer to the Story Journal Sentences chart and the Story Journal Topics charts for journal writing suggestions.

Have you read a good story lately?
Talk about it. Write about it. Draw about it.



Once completed, have the student write his or her name and M8D6 at the top of the page. Place the page in the Story Journal and put the Story Journal in the Student Folder for submission on Day 9.

This would be a good time to take a lunch break.

**Do you have any curds and whey?
What are curds and whey?**

(Curds are the thick part and whey the liquid part when milk sours or when cheese is made.)

Silent Reading

Time recommended: 5–10 minutes

Be sure your student has chosen materials for Silent Reading before sitting down to read. This preparation will allow for uninterrupted reading time.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 8, Day 6.

Project Time

Time recommended: 50 minutes

Have your student choose one of the project choices.

Project Choice 1: A Home for Miss Dimble

In this project your student will make a home for Miss Dimble. Reread the poem “Little Miss Dimble” before beginning the project.

Have your student take the cover off a shoe box and turn the box on its side. Encourage the student to imagine how this box could be decorated to make Miss Dimble’s house.

Guide the planning process by asking the following questions:

Where will you put the windows and doors?

Where is the living room, the kitchen, and the bedroom?

What can you use to make the curtains and furniture?

After planning, have the student draw windows and doors and cut them so that they open. Give help as needed with the cutting. Use the materials you have on hand to make furniture and curtains.

As a final touch, your student could draw Miss Dimble and the mosquito on a piece of cardboard, cut them out, and place them in their new home.

Project Choice 2: The Dumpty Family

Read the rhyme “Humpty Dumpty.”

Humpty Dumpty



**Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall;
All the King's horses,
And all the king's men,
Couldn't put Humpty together again.**

Traditional

For this project, your student will create the Dumpty family from real eggs. The size of the family depends on the number of eggs you are willing to donate to the project.

Directions

Take the eggs from the fridge and allow them to warm to room temperature. Now, one at a time, hold each egg over a bowl. Using a darning needle, poke a hole in each end of the egg. Make the hole at one end slightly larger. Poke the needle well into the egg in order to pierce the yolk.

Have your student gently blow on the smaller hole—the egg white and yolk will be forced out the larger hole. Blow until the egg is empty. If it is too difficult to blow the egg white and yolk out, enlarge the larger hole. An adult may have to finish the blowing to empty the egg completely. You can use the egg yolk and white to make scrambled eggs.



You may have prepared a Treasure Box for recycled materials earlier in the program. You could use the Treasure Box materials to help with this project.

Cut a strip of cardboard, staple or glue the ends to make a circle, and use it as a support for the egg. Invite the student to choose the materials to use for decorating the egg. Use tweezers for gluing on delicate objects.

Sharing Time

Time recommended: flexible

Now is the time for your student to share accomplishments with family members. The student could show progress in skipping or read the verse he or she printed during Writer's Workshop. Now would also be a good time to play Tail Twists with the rest of the family. See if they can come up with some funny endings, too!



Let's Look Back

Time recommended: 10 minutes

As you spend time discussing the day's activities, ask about skipping.

Do you like skipping?

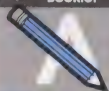
What do you find the hardest about skipping?

Do you know any skipping songs and rhymes that you have learned from friends? What are they?



Materials

Thematic Assignment Booklet

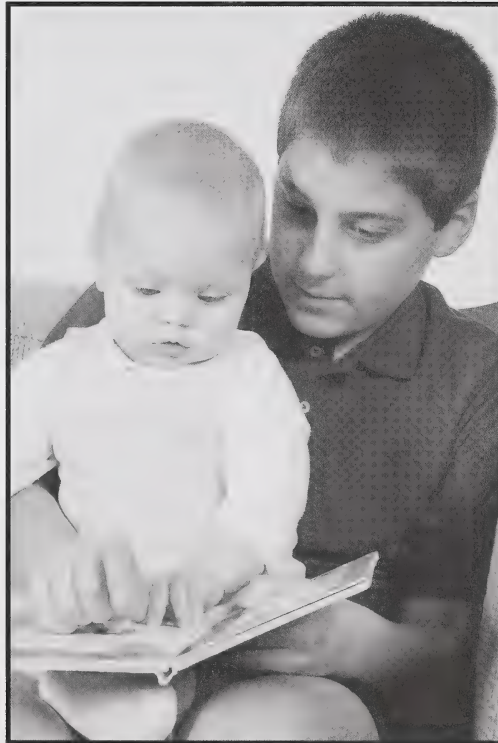


Turn to Thematic Assignment Booklet 8A, and complete Day 6: Learning Log. Include your student's thoughts about skipping.

Story Time

Time recommended: flexible

Perhaps you could share more nursery rhymes from a collection. If you do not have a book of nursery rhymes, you can choose any favourite story or a new selection from the library.



**Have you ever had a time when you
felt alone and sad?**

**Tomorrow you will meet a bird who
felt this way.**

The Ugly Duckling

For years, folk tales were told by adults to their children and grandchildren, but they were never written down. Wilhelm and Jacob Grimm and Hans Christian Andersen decided to preserve these wonderful stories by writing them down.

Today you will read Hans Christian Andersen's classic story "The Ugly Duckling." This classic story could cause your student to experience a variety of feelings. Allow this opportunity to explore these feelings and to engage in creative problem solving of some of the issues that come up in the story.

During Music and Movement, the student will be clapping to the rhythm of "Miss Mary Mack," a traditional action song. Later, the student will choose between two activities in today's Project Time—making a swan or doing further exploration of emotions.



A look of surprise?



A look of determination?

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- Thematic Assignment Booklet 8A
– Day 7: Review of ur, ir, and or
- Printing Practice notebook
- Story Journal (optional)
- Story Journal Sentences and Story Journal Topics charts (optional)
- *The Ugly Duckling* by Hans Christian Andersen, available at your local library

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 8, Day 7.

Project Time

Project Choice 1: Making a Swan

- thin cardboard or Bristol board
- paper towel
- stapler
- cotton balls

Project Choice 2: Mirror, Mirror . . .

- mirror

Let's Look Back

- Thematic Assignment Booklet 8A
– Day 7: Learning Log

Story Time

- mutually chosen reading material
- a version of *The Ugly Duckling* by an author other than Hans Christian Andersen

Activities

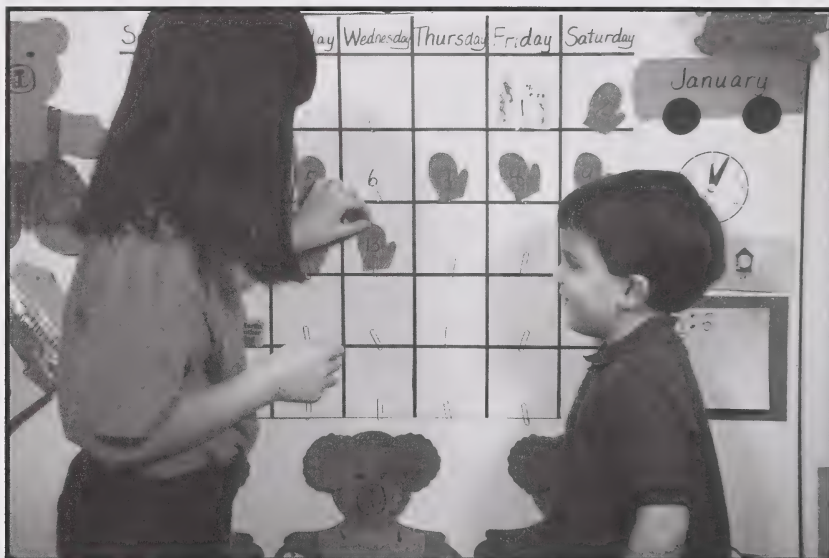
Calendar Time



Calendar Time

Time recommended: 10 minutes

Proceed with the basic Calendar Time procedure. Then, select a particular activity from the Enrichment Calendar Time Activities in the Calendar Package, such as describing the day's temperature, using expressions like **hotter than** and **colder than**.



Focus for Today

Materials

Thematic Assignment Booklet



You will be asked to comment on your student's **awareness and understanding of the feelings of others** in today's Learning Log. Turn to Thematic Assignment Booklet 8A to preview the Day 8: Learning Log.

Language Arts

Time recommended: 35 minutes

Spelling

Today your student will write sentences with the spelling words listed on Day 3 of this module. If your student is working with personally chosen words, then the same procedure applies.

Ask the student to write a sentence containing each of the spelling words. Remind your student to do the following:

- Begin each sentence with a capital letter.
- Use a capital letter for the proper names of people or places.
- Use the correct end punctuation for each sentence.
- Underline each spelling word.

Phonics

Materials

Home Instructor's Manual



Use the Key Words and Actions Guide found in the Appendix of the Home Instructor's Manual to review the letter combinations **ur**, **ir**, and **or**. Under each of the following word headings, challenge your student to think of other words that contain the same letter combinations.

church

girl

fork

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 8A, and complete Day 7: Review of ur, ir, and or. Read the directions with your student and complete the assignment.

Printing

Have your student copy the following lines in his or her Printing Practice notebook.

She sells seashells
By the seashore.
If it is to be,
It is up to me.

Music and Movement

Time recommended: 10–15 minutes

Moving to a rhythm or beat is something that most children enjoy. Today and tomorrow your student will learn songs that involve action patterns with a partner. It is not important that you follow an exact pattern for the rhyme. It is important that you plan the pattern together. A list of possible clapping motions follows:

- Clap your own hands together once or double clap.
- Clap your partner's hands with both of yours, with only your left hand, or with only your right hand.
- Slap your thighs.

- Clap your hands and then cross them in front of you.
- Clap together, clap right, and clap left.
- Roll hands.

You can combine these movements in many ways to create a pattern. Spend some time making up a movement pattern for the traditional chant “Miss Mary Mack.” One suggestion is for you to begin by clapping your hands together once on the word **Miss**. Then clap your partner’s hands on **Ma**, clap your own hands again on **ry**, and then clap both of your partner’s hands three times on **Mack, Mack, Mack**.



Miss Mary Mack

Miss Mary Mack, Mack, Mack
All dressed in black, black, black
With silver buttons, buttons, buttons
All down her back, back, back.

She asked her mother, mother, mother
For fifty cents, cents, cents
To see the elephant, elephant, elephant
Jump over the fence, fence, fence.

It jumped so high, high, high
It reached the sky, sky, sky
And didn't come down, down, down
'Till the first of July, -ly, -ly.

I asked my mother, mother, mother
For fifty more, more, more
To see the elephant, elephant, elephant
Mop up the floor, floor, floor.

He scrubbed so slow, slow, slow
He stubbed his toe, toe, toe.
And that's the end, end, end
Of the elephant show, show, **SHOW.**

Traditional

Language Arts

Time recommended: 60–90 minutes

Reading

Today you will read and discuss the story *The Ugly Duckling*. One of the purposes of studying this tale is to develop an awareness of feelings. All people have many kinds of feelings.

Read the title of the story *The Ugly Duckling* by Hans Christian Andersen. From hearing the title, ask your student to predict what the story will be about.

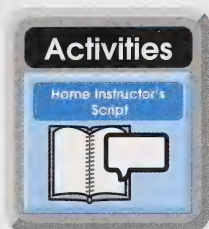
Check your student's knowledge of the words **ugly** and **duckling** as well. Discuss any misconceptions.



Read the story with expression. You could refer to the Readers' Theatre section of the Home Instructor's Manual for information on how to model the expressive use of the voice to show meaning, mood, and character.

When finished reading, ask the student to give a personal retelling of the story.

Then you could use the following questions as a guide to your discussion of the story:



How did your story prediction compare to the actual story?

How did this story make you feel? Why?

Why was the ugly duckling thought of as ugly or different?

Should anything or anyone be treated badly because they are different? Why or why not?

Was the ugly duckling born into a large or small family? (Accept any reasonable answer.)

How many people are in your family?

Would you say that your family is larger or smaller than the ugly duckling's family?

Do you think the ugly duckling's family solved the problem of him being different in a good or bad way?

Why do you think that?

What things could the family have done differently?

How did the ugly duckling discover that he was a swan?

Day 7 • The Ugly Duckling

How would you describe a swan?

How do you think the ugly duckling felt at the end of the story?

Why do you think that?

After discussing the story, extend the discussion to the exploration of others' feelings by asking these questions:

Do all people share the same kinds of feelings?

How do you know?

Relate the story to your student's personal experiences by asking these questions:

Have you ever felt the same way the ugly duckling did?

Tell me what happened and how you felt.

Do you think there was anything you could have done or said to change things? What?

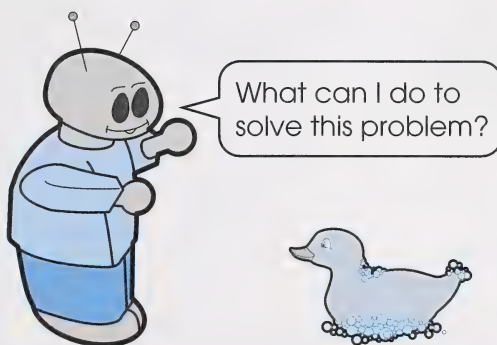
If you had been the ugly duckling, what would you have done when others were mean?

What questions do you have about the story?

Take time to discuss the student's questions. Then explain that finding ways of fixing a problem is called **problem solving**. Tell your student that in Writer's Workshop you will write down some problem-solving suggestions.

Writer's Workshop

Review that the ugly duckling ran away when the other ducklings were mean to him. Ask your student to think back over the things that the ugly duckling could have said or done when the other animals were mean to him. Refer back to the story if necessary.



At the top of a piece of chart paper, print the title **Things the Ugly Duckling Could Have Done**. Below the title, list your student's ideas as well as your own.

Things the Ugly Duckling Could Have Done

- ignored them
- told them how he felt
- asked them to please stop
- talked to his mother about the problem
- talked to the animals to try and make them stop

After brainstorming, read the list together. Have your student choose one or two of the best solutions.

Day 7 • The Ugly Duckling

Ask the child to copy the sentence on a piece of unlined paper. Give help as necessary. Encourage your student to illustrate the ideas.



Alternative Activity

Guide your student in the use of a word-processing program and a drawing program to make the list of ideas, sentences, illustrations, and speech bubbles.

Story Journal (optional)

Have your student respond to a literature selection by drawing a favourite section of the story or a selection of characters from the story.

Have the student label the back of the Things the Ugly Duckling Could Have Done chart and the illustrated sentences with his or her full name and M8D7 before placing these items in the Student Folder. If the optional Story Journal was completed, label the page and place it in the Story Journal and then put the Story Journal in the Student Folder.



**Move gracefully, like a swan,
to the kitchen.**

**What can you do to
help prepare lunch?**



Silent Reading

Time recommended: 5–10 minutes



Enjoy some time spent reading silently!

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 8, Day 7.

Project Time

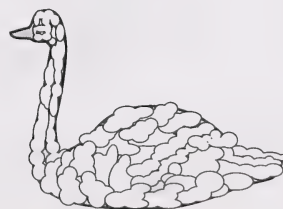
Time recommended: 50 minutes

Your student has the choice of making a swan or exploring feelings and emotions by drawing self-portraits with different expressions.

Project Choice 1: Making a Swan

Make your swan as follows:

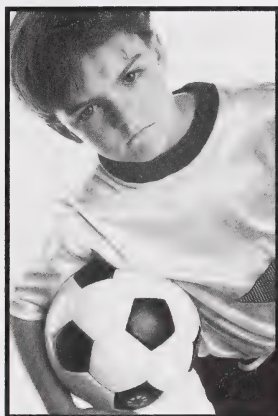
- On a piece of thin cardboard or Bristol board, draw and cut out two shapes of a swan.
- Staple the two swan shapes together, leaving a gap in the back.
- Stuff crumpled paper towel into the swan's body and staple it shut.
- Decorate the swan by gluing on thinned-out pieces of cotton balls.



Project Choice 2: Mirror, Mirror . . .

In this project your student will be looking into a mirror at his or her reflection. Encourage the student to carefully study every feature on his or her face. Then let your student have fun making different kinds of faces in the mirror.

Make suggestions for your student to try. For example, ask him or her to make a face that is **sad**, **happy**, **glad**, **bored**, **hungry**, **angry**, **upset**, **shy**, **hurt**, **excited**, or **surprised**.



upset



happy

After making faces in the mirror, invite your student to draw three self-portraits.

For example, your student might choose **mad**, **happy**, **hurt**, or **surprised**. Now have your student look in the mirror, make that face, and draw it on a piece of paper. After the drawings are complete, have the student label the drawings with the feelings they show.



angry



happy



sad



surprised

Sharing Time

Time recommended: flexible

At the top of a piece of chart paper, print the title **Things We Could Do to Solve Family Problems**. Encourage all family members to add solutions to the chart.

Things We Could Do to
Solve Family Problems

- have a family discussion
about . . .

Let's Look Back

Time recommended: 10 minutes

As you discuss the day's events with your student, be sure to focus on the feelings he or she has experienced today. The following script will help you begin your discussion.

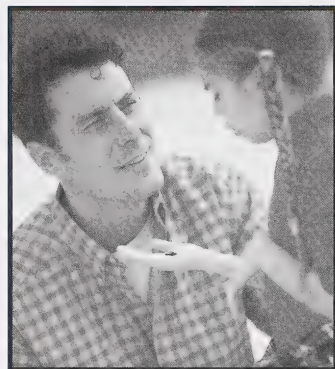
How did you feel when you were listening to the story of *The Ugly Duckling*?

Can you imagine what it would be like to be the ugly duckling in the story?

Thinking back over your day, what feelings can you remember having?

What did you feel when you were doing the following activities?

- Music and Movement
- Math
- Phonics
- Writer's Workshop
- Project Time
- Sharing Time



Materials

Thematic Assignment
Booklet

Turn to Thematic Assignment Booklet 8A, and follow the directions to do Day 7: Learning Log. Complete the checklist of your observations regarding your student's awareness of personal feelings and the feelings of others—whether in real life or in make-believe situations.

Record your student's description of the happiest moment of the day.

Story Time

Time recommended: flexible

Check with your librarian for the names of other versions of *The Ugly Duckling* by an author other than Hans Christian Andersen. If this is not available, there are many other classic stories your student will enjoy.

Do you like gingerbread cookies?

**In Day 8 you will
meet an animal that does.**

The Gingerbread Boy

Today you will read a folk tale about a gingerbread boy. Your student will enjoy the predictable pattern of this story. During Music and Movement, you will do another action song with a partner and create your own action patterns.

In Project Time the student can choose between baking a gingerbread boy and making a grain-and-seed boy.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- Thematic Assignment Booklet 8A
 - Day 8: More Than One
 - Day 8: Who Can Catch the Gingerbread Boy?
- Printing Practice notebook (optional)
- Gingerbread Boy cookies (optional)
- Story Journal
- *Collections Writing Dictionary*

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 8, Day 8.

Project Time

Project Choice 1: Gingerbread Boy

- ingredients for gingerbread cookies

Project Choice 2: Grain-and-Seed-Boy

- variety of grains and seeds, such as corn, wheat, sunflower, poppy, and pumpkin

Let's Look Back

- Thematic Assignment Booklet 8A
 - Day 8: Learning Log

Story Time

- mutually chosen reading material
- *The Bun: A Tale from Russia* by Marcia Brown, *The Gingerbread Boy* by Paul Galdone, or *The Johnny Cake* illustrated by Margaret Ely Webb (optional)

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Once you have completed the basic Calendar Time procedure, you could start identifying human preparations for seasonal change and activities that are done on a seasonal basis.

Focus for Today

Materials

Thematic Assignment Booklet



The focus for today's Learning Log is on your student's **developing skills as a writer**. You will need to rely on your memory of past experiences as well as your observations during the various writing activities today when completing the Learning Log.

Language Arts

Time recommended: 35 minutes

Word Study

On coloured index cards, print the two high-frequency words **place** and **take**. Check to see if your student can read the words at a glance. If the words are recognized, place them in the student's personal word bank for periodic review.

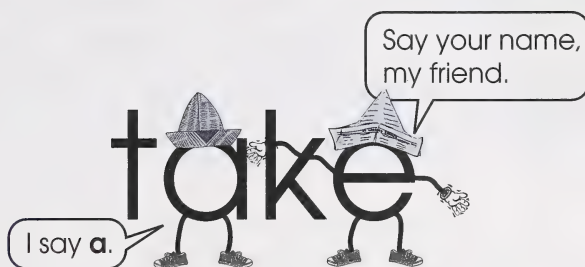
When more assistance is needed, have the student practise writing and reading the words on a piece of paper or on a chalkboard. Although spelling of these words is not required at this time, the act of printing the words is **kinesthetic**, or muscle-related, and will help in remembering them.

Visually noticing details will also help your student recall the spelling of a word. Point out that both of today's words end with a "**super e**" which makes the **a** say its own name. You should also bring to your student's attention that in the word **place**, the letter **c** is making the "s" sound.

place

take

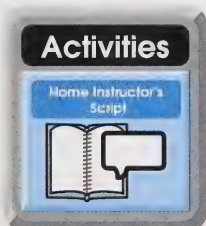
Remember that the “super e” taps the letter **a** lightly and says “What’s your name?”



As you work today, look for and use words that contain the rhyming parts **ake** and **ace**.

Phonics and Printing

Your student will review the plural form of words made by adding the letter **s** to them. Begin your review as follows:



I am going to read some sentences to you.
I want you to tell me the missing word.

One **dog** walked down the street. Two _____ walked down the street.

A robin ate one **worm**. A robin ate two _____.

I climbed one **tree**. I climbed six _____.

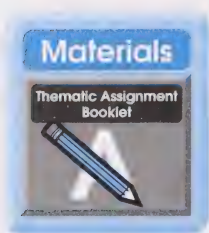
One **jet** flew in the sky. Three _____ flew in the sky.

As you are saying these sentences to the child, write down the bolded words and the plural form in the following way:

dog
worm
tree
jet

dogs
worms
trees
jets





Turn to Thematic Assignment Booklet 8A, and follow the directions to complete Day 8: More Than One. On this page your student will print plural forms of given words.

Enrichment (optional)

If your student enjoys printing verses, have a look at the following verse, which can be printed in the Printing Practice notebook.

**Gingerbread Man, be nimble,
Gingerbread Man, be quick,
Gingerbread Man, jump over
The candlestick.**

Music and Movement

Time recommended: 10–15 minutes

You will do another partner action song today. If necessary, review some of the clapping movements found in Music and Movement on Day 7. Create your own action pattern for the song that follows.



===== A Sailor Went to Sea, Sea, Sea =====

A Sailor went to sea, sea, sea,
To see what he could see, see, see,
But all that he could see, see, see,
Was the bottom of the deep blue sea,
sea, sea.

A sailor went to knee, knee, knee,
To see what he could knee, knee, knee,
But all that he could knee, knee, knee,
Was the bottom of the deep blue knee,
knee, knee.

A sailor went to land, land, land,
To see what he could land, land, land,
But all that he could land, land, land,
Was the bottom of the deep blue land,
land, land.

A sailor went to diz-knee-land,
To see what he could diz-knee-land,
But all that he could diz-knee-land,
Was the bottom of the deep blue
diz-knee-land.

Traditional



Language Arts

Time recommended: 60 minutes

Reading

Today your student will read the story “The Gingerbread Boy.” Begin by reading the title and having your student look at the illustrations. Ask your student to predict what the story will be about and then discuss why that prediction was made.

Next, have the student identify any familiar and high-frequency words. High-frequency words that your student has already studied are **you, little, a, so, many, there, was, old, and, who, in, the, of, they, would, have, very, but, for, one, thing, had, no, much, when, she, put, it, into, went, see, if, as, out, he, could, go, her, called, after, him, not, came, them, from, I, can, then, on, up, said, all, and again.**

Talk about the various sound combinations in the words **gingerbread** and **boy**. Use the Key Words and Actions Guide to aid your instruction. Mention that the word **gingerbread** is made from two words **ginger** and **bread**. This word is a **compound word**.

compound word: a word made by joining together two or more separate words

Discuss the contractions **I’ve, couldn’t, and I’m** as well, and talk about the two words that are combined to make the contractions.

In addition, point out the old-fashioned words **thresher** and **mower**. Explain that the word **thresher** refers to a person or thing that separates the grain or seed from the plant. The word **mower** refers to the person or thing that cuts the plants. Tell the student that these old-fashioned words were commonly used when this story was written.

Then, direct your student's attention to the following repeated pattern in the story.

**“I’ve run away from a little old woman,
A little old man,
And I can run away from you, I can!”**

Have your student read the first two paragraphs of the story. Your student may be familiar with this old tale and already have an idea about what is going to happen next. If this is the case, allow your student to read on. If your student cannot predict what could possibly happen next, encourage comparison with what he or she has already read to the original prediction, and then predict what the gingerbread boy will do next.

===== The Gingerbread Boy =====

**Now you shall hear a story that somebody’s
great-great-grandmother told a little girl
ever so many years ago:**

**There was once a little old man and a little
old woman, who lived in a little old house in
the edge of the wood. They would have been
a very happy old couple but for one thing—
they had no little child, and they wished for
one very much. One day, when the little old
woman was baking gingerbread, she cut a
cake in the shape of a little boy, and put it
into the oven.**

Have your student stop reading here and predict what will happen next. Then, have him or her finish reading the story independently, or you could take turns reading. For example, your student can read the part of the gingerbread man and you can read the other parts.

Presently, she went to the oven to see if it was baked. As soon as the oven door was opened, the little gingerbread boy jumped out, and began to run away as fast as he could go.



The little old woman called her husband, and they both ran after him. But they could not catch him. And soon the gingerbread boy came to a barn full of threshers. He called out to them as he went by, saying:

“I’ve run away from a little old woman,
a little old man,
and I can run away from you, I can!”

Then the barn full of threshers set out to run after him. But, though they ran fast, they could not catch him. And he ran on till he came to a field full of mowers. He called out to them:

“I’ve run away from a little old woman,
a little old man,
a barn full of threshers,
and I can run away from you, I can!”

Then the mowers began to run after him, but they couldn't catch him and he ran on till he came to a cow. He called out to her:



"I've run away from a little old woman,
a little old man,
a barn full of threshers,
a field full of mowers,
and I can run away from you, I can!"



But, though the cow started at once, she couldn't catch him. And soon he came to a pig. He called out to the pig:

"I've run away from a little old woman,
a little old man,
a barn full of threshers,
a field full of mowers,
a cow,
and I can run away from you, I can!"

But the pig ran, and couldn't catch him. And he ran till he came across a fox, and to him he called out:

"I've run away from a little old woman,
a little old man,
a barn full of threshers,
a field full of mowers,
a cow and a pig,
and I can run away from you, I can!"

Then the fox set out to run. Now foxes can run very fast, and so the fox soon caught the gingerbread boy and began to eat him up.



Presently the gingerbread boy said: "Oh, dear! I'm quarter gone!" And then: "Oh, I'm half gone!" And soon: "I'm three-quarters gone!" And at last: "I'm all gone!" and never spoke again.

When you have finished reading, use the following questions in your discussion of this story:

Why do you think the Gingerbread Boy ran away?

Why do you think everyone wanted to catch the Gingerbread Boy?

How did the Gingerbread Boy feel about being chased?

(He felt confident that no one could catch him.)

How did the fox catch the gingerbread boy?

(He ran faster than the Gingerbread Boy.)

What kind of personality did the Gingerbread Boy have? (Accept any reasonable response, such as “He thought he was better than everyone else.”)



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 8A, and follow the directions to complete Day 8: Who Can Catch the Gingerbread Boy? Have your student print the names of the seven characters from the story on the lines. Then beside each name, draw an illustration of the character.

Your student will see that six of these characters are the ones the gingerbread boy ran away from. The seventh character is the one who caught the speedy little guy.

Writer's Workshop

On three sheets of paper print the following.

I've run away
from a _____.

And I can run
away from you,
I can!

Have your student brainstorm other characters that could have run after the gingerbread boy. Print these suggestions on the chalkboard or on a piece of paper. When no other characters can be thought of, have the student choose three favourites to illustrate on the three pages. Have your student write the name of each character on each illustrated page.



<p>The Gingerbread Boy</p> <p>by _____</p>	<p>I've run away from a <u>horse</u></p>  <p>And I can run away from you, I can!</p>	<p>I've run away from a _____</p> <p>And I can run away from you, I can!</p>	<p>I've run away from a _____</p> <p>And I can run away from you, I can!</p>
--	---	--	--

Once all three pages have been completed, add a cover and back page and staple the pages together to make a booklet. Have the student print the title **The Gingerbread Boy** on the front cover. Add the word **by** and the student's full name and M8D8.

Ask your student to read this new version of “The Gingerbread Boy.” During Sharing Time, encourage the student to read it to family and friends.

Materials

Student Folder



Once finished with the personal version of the story, place it in the Student Folder.



Alternate Activity

Your student can also use a draw-and-paint program and a word-processing program on the computer to complete this activity.

Story Journal (optional)

Materials

Student Folder



Remember, if the child has had something special happen lately, it could be written about at this time. Otherwise, your student could continue with the Story Journal format. Remind your student to write his or her name and M8D8 at the top of the page, the title of the story, and the response. Once completed, place it in the Story Journal. Then put the Story Journal in the Student Folder.

**Do you think the fox was still
hungry after eating the
gingerbread boy?**

Are you getting hungry?

Silent Reading

Time recommended: 5–10 minutes

After lunch is the perfect time to curl up with a good book and relax.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 8, Day 8.

Project Time

Time recommended: 50 minutes

During Project Time today, your student will bake a gingerbread boy or create a grain-and-seed boy. Since these projects would not be easy to mail to the teacher, you may want to send photos now or later.

Project Choice 1: Gingerbread Boy



If your student chooses this project, refer together to the Let's Cook chart found in the Appendix of the Home Instructor's Manual.

In this project, your student will make and then decorate individual gingerbread boy cookies to express different feelings the gingerbread boy character experienced in the story. Your student will also develop math skills in counting, measuring, mixing, and pouring. If you do not have a favourite recipe for gingerbread cookies, use the one that follows.

Have your student participate as much as possible in the measuring and mixing of the ingredients, as well as cutting out the gingerbread boy.

Talk about what you are doing as you prepare for baking. Read the labels and the recipe while your student does the measuring and adds the ingredients.

Gingerbread Cookies

Preheat oven to 180°C (350°F).

Sift together:

- 500 mL flour
- 2 mL cinnamon
- 5 mL ginger
- 2 mL soda
- 2 mL salt

In a separate bowl, cream together 250 mL shortening and 250 mL brown sugar.

Day 8 • The Gingerbread Boy

Add to the shortening and sugar and beat until smooth:

- 190 mL light molasses
- 1 egg

Add:

- 2 mL grated lemon rind
- 5 mL vinegar
- 5 mL hot water

Roll out the dough on a floured board. Have your student make and cut out an outline of a gingerbread boy on heavy paper.

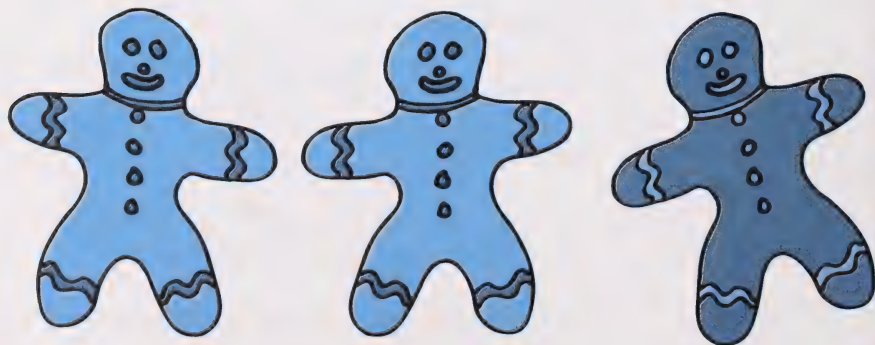
Place the paper outline on the dough and cut around it with a dinner knife.

If you wish, a gingerbread cookie cutter could be used instead of the paper pattern.

Now transfer the gingerbread boys to the cookie sheet with a spatula.

Have the student decorate the gingerbread boys with raisins, currants, or nuts before baking. Or, if preferred, wait until the cookies are baked and cooled and then decorate them with icing. Encourage the student to make a different facial expression on each figure. Review today's story with your student and discuss the possible range of emotions.

Bake at 180°C (350°F) until done.



Project Choice 2: Grain-and-Seed Boy

In this project your student will make a different version of a gingerbread boy. Have as many different whole grains and seeds as you can find for this project—wheat, corn, pumpkin, or sunflower seeds. Any variety of grains and seeds will do. You can usually find these in grocery stores or health-food stores.

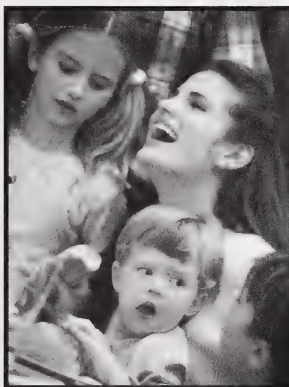
Have the student draw the shape of a gingerbread boy on a piece of Manila paper or cardboard. Help your student spread an even and thick layer of glue inside the shape. The student will then fill in the figure with the grains and seeds, thus creating variety in texture.

After the picture is complete, allow it to dry for several hours before posting it for display.

Sharing Time

Time recommended: flexible

Encourage the student to read his or her personal version of “The Gingerbread Boy” to family and friends. Challenge others to create versions of their own using different characters and perhaps an alternative ending.



The student could also teach other family members some of the action songs learned during the past two days. Family members can work together to develop new action patterns to accompany these songs. Of course, if you baked gingerbread boys, that could be shared with family members once the singing is done!

Let's Look Back

Time recommended: 10 minutes

Use the following script to discuss the student's interest and confidence in writing activities.

Do you enjoy writing activities?

What writing activities do you most like to do?

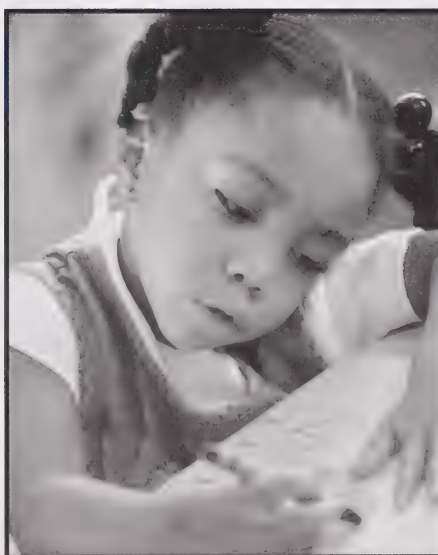
Which writing activities do you enjoy least?

Explain how your writing has improved since the beginning of Grade One.

You use writing many times a day.

Let's make a list of different ways that you use writing. (write notes, make lists, make signs)

When you need help in writing, what do you do? (look at charts, use the *Collections Writing Dictionary*)



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 8A, and locate the Day 8: Learning Log. Complete the check list and the Home Instructor's comments. Then, record your student's thoughts about his or her personal growth and development in writing.

Story Time

Time recommended: flexible

Materials

Reading Resources



Children around the world enjoy hearing many versions of *The Gingerbread Man*. In Norway, children enjoy *The Pancake*. *The Johnny Cake* is an English version and *The Bun* is a Russian version. Refer to the list of additional resources for these and other versions of this tale.



You have already read and heard many different classic stories.

Tomorrow will be a day for beginnings and endings. Have you noticed how these classic stories begin and end?

Beginnings and Endings

After today, you will have finished the first half of Let's Have a Story. To allow time for gathering materials for submission in the afternoon, Writer's Workshop will be combined with Reading. During Reading, your student will be searching for and thinking of story beginnings and endings. The student will make a list of typical ways that folk stories begin and end. You will then read a story that needs an ending, and the student will think of and write a conclusion.

Music and Movement will give the student the opportunity to sing and move to the beat of a traditional action song.

During Project Time, the student will make a booklet—either one that makes amusing three-part characters or one that looks at the end of a lot of things.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- Thematic Assignment Booklet 8A
– Day 9: Reviewing the “long e” Sound
- all books and stories read so far in this module and any other fairy tales you may have
- *Collections Writing Dictionary*
- Story Journal (optional)
- Story Journal Sentences and Story Journal Topics charts (optional)

Silent Reading

- books, magazines, and other favourite reading material

Math Time

- See Mathematics Module 8, Day 9.

Let’s Look Back

- Thematic Assignment Booklet 8A
– Day 9: Learning Log
– Day 9: Student Folder Items

Story Time

- mutually chosen reading material such as *The Princess and The Pea* (optional)
- *The Cowboy and the Black-Eyed Pea*, a modern fairy tale by Tony Johnston (optional)

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Take time for your basic Calendar Time procedure. Does your student need to review any time-related concepts, such as

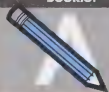
- describing the time of day (morning, afternoon, evening)
- naming the days of the week in order
- naming the seasons of the year in order

If not, discuss the regular and predictable cycle of seasonal changes, such as changes in sunlight and in weather.

Focus for Today

Materials

Thematic Assignment Booklet



Observe your student's **attitude toward schoolwork and learning in general**. Throughout the day, take note of your student's degree of interest, enthusiasm, and co-operation. Preview the Day 9: Learning Log in Thematic Assignment Booklet 8A.

Language Arts

Time recommended: 35 minutes

Word Study

Print the words **here** and **even** on coloured index cards to indicate they are high-frequency words. These words are to be printed without any markings for short or long vowels, letter combinations, and so on.

Materials

Collections Writing Dictionary



When presented with the index cards for **here** and **even**, can your student read the words immediately? Quick recognition of the words entitles the student to place the cards in his or her personal word bank and to choose a word or two from recent reading material to learn. Print the words on white index cards, help the child study them, and then place the cards in the New Word Box. Also add the new words to the *Collections Writing Dictionary*.

As needed, teach recognition of today's words by focusing on the phonetic parts of each word. Point out that the sound of the letter **e** in the word **here** is controlled by the sound of the letter **r**.

here

The first letter **e** in the word **even** has a "long e" sound and the second letter **e** has a "short e" sound.

even

Have the student observe the position of the mouth and tongue when saying the "e sounds" in each of the words.

You could also indicate that the word **here** is a one-syllable word and the word **even** is a two-syllable word.

here

e ven

After studying the words, place them in the New Word Box.

Activities

Teaching Tip



Take a few minutes occasionally to review the high-frequency words learned earlier in this module. Once in a while, see how your student is retaining sight vocabulary from previous modules.

Phonics and Printing

Today your student will be reviewing the "long e" sound. Begin your review by asking the student to read the following high-frequency words aloud to you.

here
three

see
been

each
these



What sound does the letter **e** make in each word?

Which words have “squiggly ee’s”?

Which word contains the “long e” sound made by the letters **ea**, as in **meat**?

Which words have a “super e”?

Which word has a letter **e** that is controlled by a “bossy r”?



Turn to Thematic Assignment Booklet 8A, and read the directions together to complete Day 9: Reviewing the “long e” Sound.

Music and Movement

Time recommended: 10–15 minutes

The song your student will sing today is a traditional action song that was first introduced in Module 1. Encourage doing the actions to the beat and making up actions to accompany the words. Try singing this song slowly and without facial or voice expression. Then, sing it enthusiastically as it is intended to be sung. Can singing improve a person’s mood?



===== If You're Happy and You Know It =====



If you're happy and you know it,
clap your hands! (clap, clap)
If you're happy and you know it,
clap your hands! (clap, clap)
If you're happy and you know it,
Then your hands will really show it.
If you're happy and you know it,
clap your hands! (clap, clap)



If you're happy and you know it,
stamp your feet! (stamp, stamp)
If you're happy and you know it,
stamp your feet! (stamp, stamp)
If you're happy and you know it,
Then your feet will really show it.
If you're happy and you know it,
stamp your feet! (stamp, stamp)



If you're happy and you know it,
shout Hooray! (Hooray!!)
If you're happy and you know it,
shout Hooray! (Hooray!!)
If you're happy and you know it,
Then your voice will really show it.
If you're happy and you know it,
shout Hooray! (Hooray!!)

Traditional

Language Arts

Time recommended: 60 minutes

Reading and Writer's Workshop

Begin today's activities by inviting your student to review the beginnings and endings of some of the stories read so far in this module. If you have other books and stories available, read the beginnings and the endings of these stories as well.

Prepare two strips of construction paper approximately 23 cm by 8 cm. On one strip, print the words **Beginnings** and on the other print **Endings**. Post these strips in the learning area.

Take out more blank word strips and ask your student to help you list as many different story beginnings as possible. These beginnings could include the following:

- Once upon a time . . .
- Long ago . . .
- Once there was . . .
- Long, long ago . . .
- Once there lived . . .
- Far away and long ago . . .
- There once was . . .

Challenge yourselves to create other beginnings as well. Add the completed word strips under the label **Beginnings**.

Help your student to find different endings and write them down on word strips. These could include the following:

- That was the end of . . .
- And she did.
- And that was that!
- They lived happily ever.

Add these completed word strips under the label **Endings**. Discuss the beginnings and endings of folk tales by asking the following questions:

Can you find two beginnings that are nearly the same?

How many begin with the word "Once"?

What are some of the other beginnings?

Now find the endings.

Are some endings nearly the same?

Which endings are very similar?

Which beginning do you like best?

Which ending do you prefer?

Should story beginnings and endings always be the same? Why?

Activities

Teaching Tip



Discourage your student from using the words "The End" for the conclusion of the story, as it is usually obvious when a story ends.

Read the following story to your student. Stop at the end of each story break and ask the questions that are provided. Listen to the student's answer; then read on to see what actually does happen next. When you reach the last line, ask the questions and then invite your student to write a personal ending to the story.

== The Little White Hen and the Red Fox ==

Once upon a time there was a little white hen, who lived in a little house all by herself. To feel safe, Little White Hen always locked her door whenever she came in or went out of her little house. Then she would put the key in her pocket, along with her scissors, a needle, and some thread.



Over the hill lived a hungry red fox, who watched Little White Hen very closely. He always carried a bag, just in case he might have a chance to catch Little White Hen and pop her into his bag.

Ask your student the following questions.

What will happen next?

Why do you think so?

One morning, while Little White Hen stepped out of her door to get some firewood, Red Fox slipped into the house. Little White Hen didn't see him, so she walked into her house as she normally would. She locked the door and put the key into her pocket along with her scissors, needle, and thread.

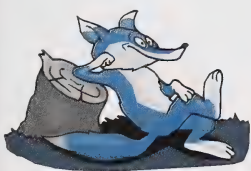
What will happen next?

Why do you think so?

When Little White Hen turned around, she saw Red Fox standing boldly in front of her. Little White Hen was so scared that she flew to a high shelf near the ceiling. Red Fox kept an eye on her while he whirled around and around, faster and faster, excitedly waiting for his catch.

What will happen next?

Why do you think so?



Poor Little White Hen got so dizzy watching the fox spin that she fell off the shelf and dropped to the floor. Red Fox quickly scooped her up and popped her into his bag. The fox then started for home with his bag of chicken over his shoulder.

Inside the bag, Little White Hen was busy thinking of a way to escape. When Red Fox lay down for a rest, Little White Hen knew exactly what to do. She reached into her pocket for her scissors, cut a hole in the bag, and jumped through it to freedom. Little White Hen put a stone in the bag before sewing up the hole with her needle and thread. Then away she ran as fast as she could.

What will happen next?

Why do you think so?

Invite your student to create a personal ending for the story by asking questions, such as the following:

How do you think this story will end?

How would you like the story to end?

Write the ending the way you want it to be.

This writing will be your personal ending to
"The Little White Hen and the Red Fox."

Encourage independence in writing by reminding your student to

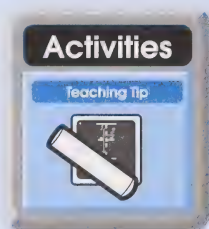
- use known spelling words
- refer to words on the charts and in the story
- use **constructed spelling**
- refer to the *Collections Writing Dictionary*

constructed spelling:

spelling that the student constructs by using phonics

If the student is not certain this is a correct spelling, the word is underlined so the word can be checked later.

When the ending has been written, ask the student to read it to you. Then read the entire story with the student's personal ending. Is there anything the student would like to change in this writing?



When the student reviews the writing, help with the spelling of words the student asks about. It is not necessary to correct all the words that have been misspelled. Insist, however, that the spelling words that have been studied so far are spelled correctly. Mastery is required on these words.

Refer to the Appendix of the Home Instructor's Manual for a complete listing of these spelling words.



Have the student label the back of the writing page with his or her full name and M8D9. Place it in the Student Folder.

Story Journal (optional)

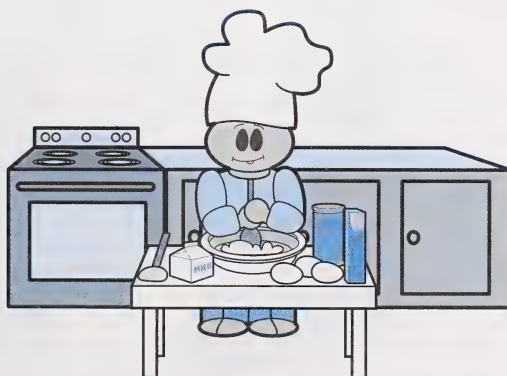
At this time, the student could write about a favourite reading selection from the last eight days of the module. Perhaps, your student could explain why this selection was a favourite. Or the student could choose from the Story Journal Sentences and Story Journal Topics charts. If this exercise is done, have the student label the page with his or her name and M8D9 before placing it in the Story Journal.

**You've come to the end of
your morning activities.**

**This afternoon, you will be
gathering materials to
send to your teacher.**

**Now, it is time to have some
fun creating a story beginning for
your lunchtime.**

**In a friendly kitchen,
not far from my learning area,
I can smell . . .**



Silent Reading

Time recommended: 5–10 minutes

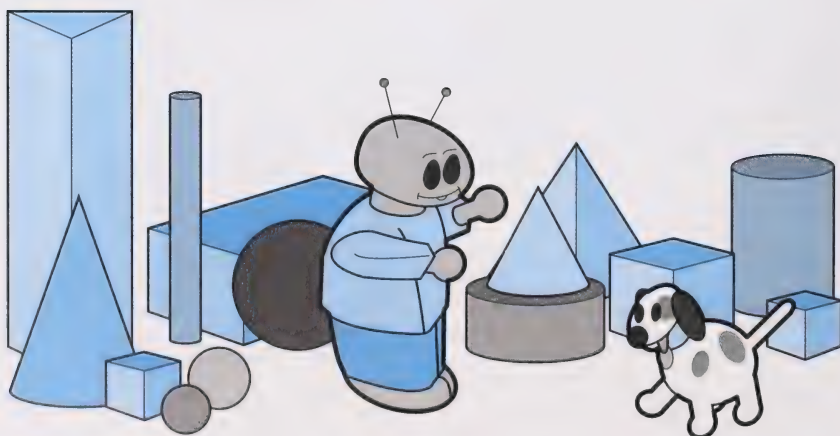
This is the time to do some personal reading.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 8, Day 9.



Project Time

Time recommended: 50 minutes

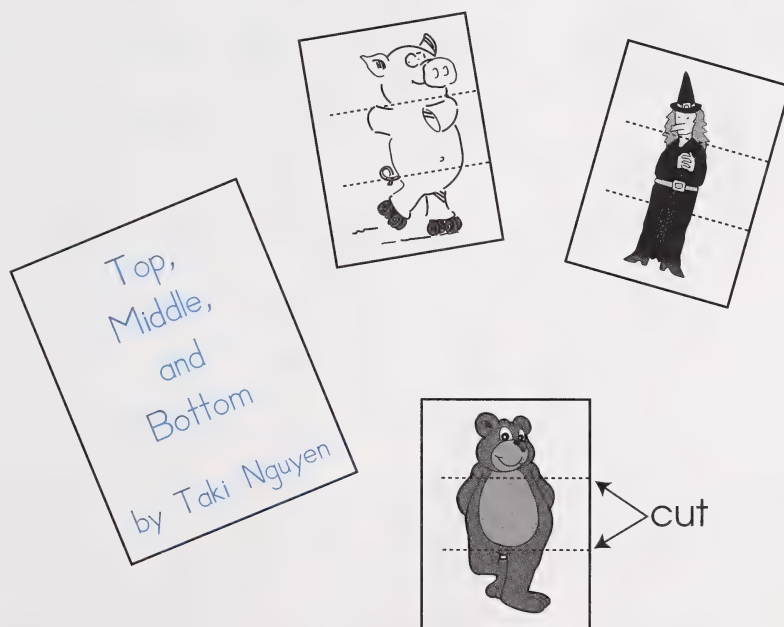
Help the student choose to do one of the following projects.

Project Choice 1: Top, Middle, and Bottom Booklet

For this project, your student will make a booklet where the tops, middles, and bottoms of pictures are mixed up.

Take out four sheets of paper and draw lines that divide each page into three equal parts. Have your student think of four favourite fairy tale characters and then draw one character on each page.

The student should draw the head on the top third of the paper, the torso and arms on the middle third, and the legs and feet on the bottom third. This activity takes some skillful drawing. Also, watch that each character is centred on the page. You could lightly pencil in guidelines for the student.



Once the drawings are completed, help your student cut along the dividing lines, being careful to stop cutting 3 cm to 5 cm from the left edge of paper. Invite your student to make a cover for the book and illustrate it. A possible title could be **Top, Middle, and Bottom**.

Attach the cover and a back page to the book, and then staple the pages together on the left side.

Have fun creating new characters by mixing up their tops, middles, and bottoms. Turn each of the book sections to different pages. Invite your student to think up names for some of these new creatures.



Have the student label the booklet with his or her full name and M8D9. Place it in the Student Folder.

Project Choice 2: All Kinds of Ends Booklet

In this project, your student will have an opportunity to play with different meanings for the word **End**. Before beginning this project, briefly review different endings from stories. Then talk about other **ends**. Use the following script to guide your discussion:

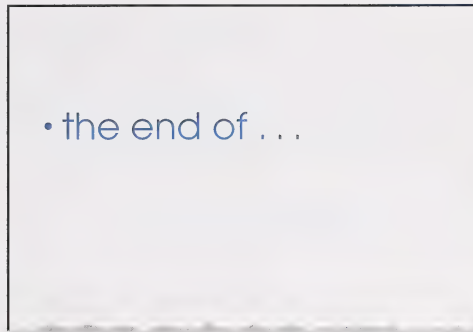
Can you think of another kind of **end**?

Let's think of as many different **ends** as we can.

Since there are many different kinds of ends, encourage your student to think of several.

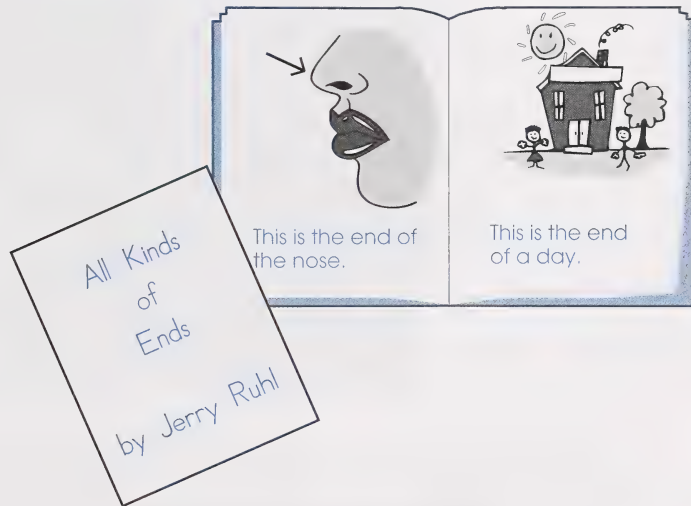
- the end of a line
- the end of a rope
- the end of a meal
- the end of a nose

Make a chart of these brainstormed ideas.



Have your student make up sentences with some of these ideas and make them into a book called **All Kinds of Ends**. You could provide a pattern sentence, such as the following:

This is the end of _____.



Help your student print the sentences as needed, using one page for each sentence. Then have the student illustrate the sentences and make a front and back cover for the book. Fasten the book together with staples or ties.



Ask your student to label the front of the booklet with his or her full name and the back of the booklet with M8D9. Place it in the Student Folder.

Alternate Activity (optional)

Your student could choose to make either of the books on the computer. The copy and paste functions can be used to create the pages. For example, copy the repeated part of the sentence and paste it on a new page. Use a paint-and-draw program to make the accompanying illustrations.

Sharing Time

Time recommended: flexible

Your student can share the book made in Project Time, the Story Journals made in Days 1 to 9, or a favourite story that has just the right beginning and ending.



Take time for family members or friends to share the spotlight, giving the student the opportunity to practise listening skills and appreciating the successes of others.

Let's Look Back

Time recommended: 10 minutes

Take time to reflect on your student's progress in learning during the Grade One Thematic Program. Questions like the following will help you discuss these successes with the child:

How do you feel about today's activities?

- word study
- reviewing the "long e" sound
- the song "If You're Happy"
- beginnings and endings
- creating a story ending
- booklet made in Project Time

Would you have liked to change anything in today's activities?

Were you able to do your best work?
Explain.

Were you satisfied with the results of each activity?

Did you have any problems doing the project? If so, how did you solve the problem?

What do you like best about your Grade One learning?

Do you have any questions that you would like to ask?



Turn to Thematic Assignment Booklet 8A, and complete the Day 9: Learning Log. Include your comments and your student's thoughts on his or her learning in Grade One.

Then follow the directions to complete Day 18: Student Folder Items. Gather the required materials from your Student Folder. Submit these items to your student's teacher for marking.

Story Time

Time recommended: flexible



A story is the perfect way to end a day. Perhaps a modern-day version of the folk tale *The Princess and the Pea*, *The Cowboy and the Black-Eyed Pea* by Tony Johnson, could be chosen for sharing today.

Do you know how many interesting things come in threes?

There are Three Billy Goats, Three Bears, and even Three Men in a Tub!

The second half of this module will focus on traditional stories and rhymes containing the number three.

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